

ANNUAL REPORT

OF THE

Board of Education

HE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

NEW JERSEY,

WITH ACCOMPANYING DOCUMENTS,

For the School Year ending August 31st,

1892.

PART I.

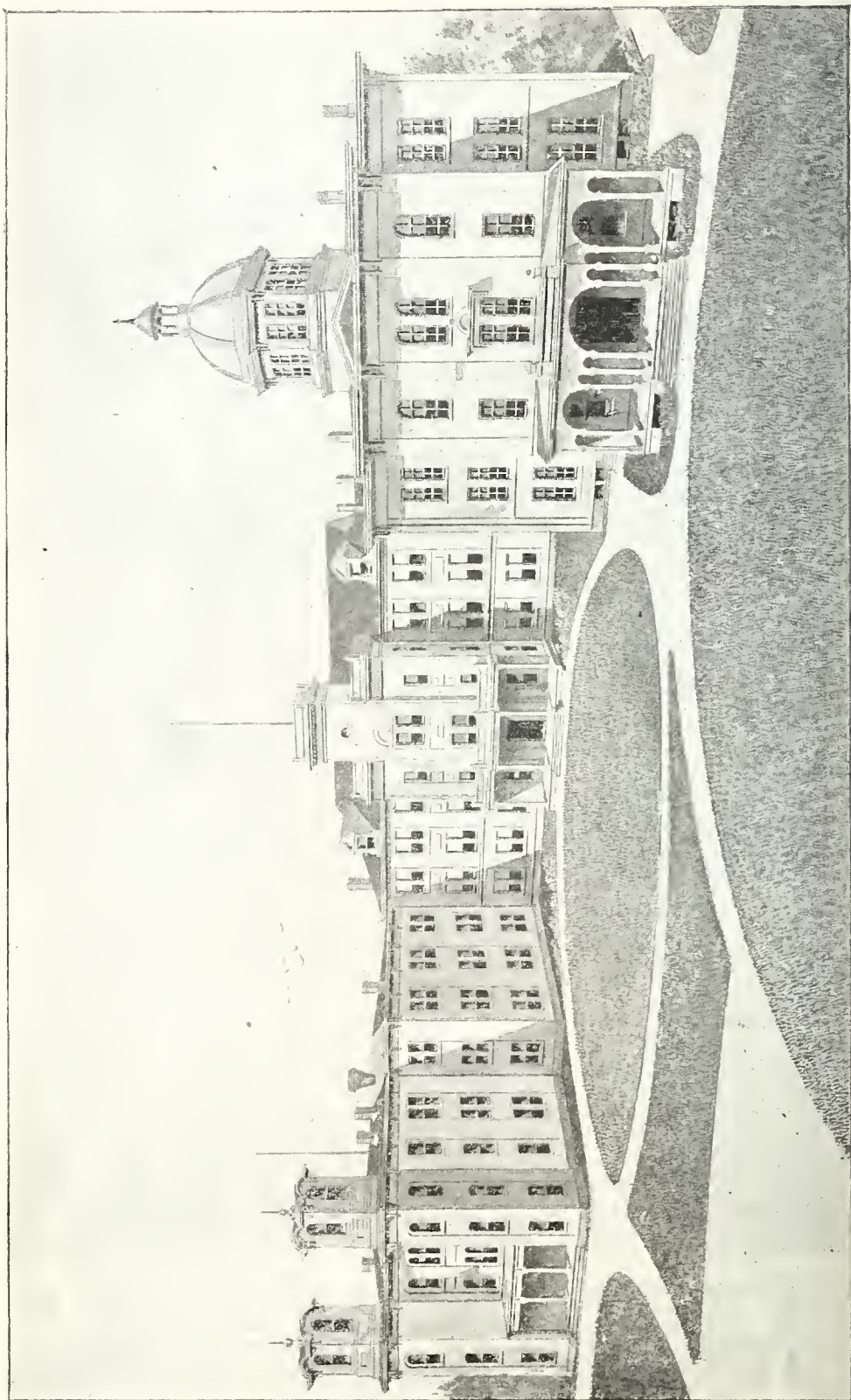
TRENTON, N. J.:

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STATE BOARD OF EDUCATION.
1892.

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REPORT

OF THE

STATE BOARD OF EDUCATION.

To the Honorable the Senate and General Assembly of the State of New Jersey:

In accordance with the requirements of the law, the State Board of Education submits its annual report for the school year ending August 31st, 1892.

In the report of the Department of Public Instruction, transmitted herewith, will be found full statistics of the working of the public school system for the past year.

At a meeting of the Board, held April 5th, 1892, the State Comptroller reported that he had apportioned the State school tax for the year 1892-93, amounting to \$2,151,700, as follows:

Atlantic, \$48,705.17; Bergen, \$58,784.56; Burlington, \$74,922.85; Camden, \$90,291.39; Cape May, \$13,785.05; Cumberland, \$51,755.30; Essex, \$474,667.48; Gloucester, \$45,024.30; Hudson, \$409,572.37; Hunterdon, \$62,897.93; Mercer, \$123,379.35; Middlesex, \$77,613.93; Monmouth, \$124,531.20; Morris, \$73,848.48; Ocean, \$17,050.16; Passaic, \$123,080.69; Salem, \$46,350.62; Somerset, \$51,083.39; Sussex, \$31,144.35; Union, \$95,079.54; Warren, \$58,131.89.

The reserve fund, being ten per cent. of the amount of the State school tax, was apportioned by this Board as follows:

Atlantic, \$3,870.52; Bergen, \$5,878.46; Burlington, \$7,492.28; Camden, \$9,029.14; Cape May, \$1,387.50; Cumberland, \$5,175.53; Essex, \$47,466.75; Gloucester, \$4,502.43; Hudson, \$40,957.24; Hunterdon, \$2,479.79; Mercer, \$12,337.93; Middlesex, \$7,261.39; Monmouth, \$12,205.12; Morris, \$7,384.85; Ocean, \$8,605.02; Passaic, \$12,308.07; Salem, \$3,705.06; Somerset, \$1,693.34; Sussex, \$5,617.44; Union, \$9,507.95; Warren, \$5,813.19.

By the above apportionment the counties of Bergen, Burlington, Camden, Cape May, Cumberland, Essex, Gloucester, Hudson, Mercer, Middlesex, Morris, Passaic, Union and Warren received the full amount of tax raised by them respectively. There was taken from

Hunterdon county the sum of \$3,810 ; from Monmouth, \$248 ; from Salem, \$930, and from Somerset, \$3,415, making a total of \$9,403, of which amount \$6,900 was given to Ocean county and \$2,503 to Sussex.

There was expended for all school purposes during the year the sum of \$4,035,842.91. Of this amount, \$3,115,958.47 was expended for the current expenses of the public schools ; \$748,718.78 for building and repairing school-houses ; \$36,711.19 for the State Normal School ; \$28,880 for the School for Deaf-Mutes ; \$21,772.15 for salaries of County Superintendents ; \$6,044.17 for expenses of County Superintendents. The balance, amounting to \$77,758.15, was expended for the following purposes : Office expenses of the Department of Public Instruction, Farnum Preparatory School, State Agricultural College, School Libraries, Teachers' Libraries, Manual Training, School Census, school-house plans, Teachers' Institutes, expenses of the care of the school fund, geological maps and the expenses of this Board.

Of the total amount expended, \$212,623.94 was from the income of the State school fund ; \$5,769.45 from donations for libraries ; \$27,816.32 from county funds ; \$31,829.35 from interest of surplus revenue fund, and the balance, \$3,757,803.85, from State and local school taxes.

The following County Superintendents were appointed during the year :

Atlantic, John R. Wilson, vice S. R. Morse ; Cumberland, Charles G. Hampton, re-appointed ; Gloucester, William H. Eldridge, vice James Gallaher, deceased ; Union, B. Holmes, re-appointed ; Warren, Robert S. Price, re-appointed.

LEON ABBETT,

President.

STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 6th, 1892. }

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the school law, I have the honor to submit herewith the report of the Department of Public Instruction for the school year ending August 31st, 1892.

A. B. POLAND,
State Superintendent.

ANNUAL REPORT.

Having assumed office on the 1st day of March of the present year, only nine months prior to the date of this report, I have not yet been able to make as complete and satisfactory an investigation of the condition and needs of the State school system as I could wish. But during this period I have visited all parts of the State, have met all the superintendents, principals and teachers of the State, and have had frequent conferences with the school trustees of a number of different localities. Under these circumstances, I shall speak briefly on a few topics only, and shall confine my recommendations to those matters concerning which I have been able to reach definite conclusions.

Besides the usual statistical tables the present report will contain such additional information as may be necessary to give a full understanding of the operations of the Department of Public Instruction for the school year beginning September 1st, 1891, and ending August 31st, 1892.

First of all, I desire to call the attention of the Board to the difficulty now experienced in securing reports from the various school officers of the State in time to report to your honorable body on the first Tuesday of December, as now required by law. The section of the school law which relates to the filing of reports by city and county superintendents, district clerks and township collectors, reads as follows:

“The annual reports required of city superintendents, district clerks and township collectors, shall be made on or before the first day of August, and reports of county superintendents shall be made on or before the first day of September of each and every year.” Public Laws of 1874, Chap. CCCLV., Sec. 4.

As a matter of fact, the last of said reports from county superintendents was not received by the Department until late in the month of November.

The reason assigned for this dereliction of duty is that certain district clerks and township collectors are behindhand in filing their reports with the county superintendents. It seems to me, however, that county superintendents anticipating dilatoriness on the part of district clerks and township collectors should take time by the forelock, and do what, as a matter of fact, many of them are often com-

pelled to do at the last moment, namely, go through their counties to prod up and assist, if need be, those district school officers who require aid.

There are certain penalties which, if necessary, may be imposed upon a city or school district for the failure of its proper officers to render a report within the time prescribed by law.

Chapter DXXVII., Section 12, of the Public Laws of 1871, provides, viz.: "In case of failure of any district clerk or city superintendent to send his annual report to the county superintendent of his county, in the form prescribed, on or before the first day of August, such county superintendent shall make up his report for such district or city from the last published report of the State Superintendent; in making up such report, however, he shall deduct one-fifth from the school census." The infliction of the foregoing penalty, by cutting off a considerable amount of the public moneys due the district or city for the ensuing year, would punish, not so much the delinquent district clerk or superintendent, as the city or district concerned; hence it arises that county superintendents prefer to delay sending in their own reports to the State Department until the last moment.

It is further provided, by Chapter LVIII., Section 1, of the Public Laws of 1888, that "whenever any county superintendent of schools shall receive satisfactory evidence that any district clerk in his county has neglected or refused to perform any official duty assigned to him by law, he may declare the office of said district clerk vacant, and proceed to fill, by appointment, such office for the unexpired term; provided, that due notice of his proposed action shall be sent by the county superintendent to such district clerk, who shall have opportunity to present satisfactory reasons for such neglect or refusal, and that the office of such district clerk shall not be declared vacant until the expiration of three weeks from the date of said notice; and provided, further, that the action of the county superintendent shall be approved by the State Superintendent of Public Instruction."

If this penalty were imposed once in a while by county superintendents, it might be found sufficient in most cases to secure a more prompt and careful compliance with the law on the part of delinquent school officers.

But were the reports of county superintendents to be filed with the State Department by the 1st day of September, the time would still be short to make up the necessary tables and report intelligently thereon to your Board on the first Tuesday in December, as the law now requires. An amendment to the school law, requiring district clerks and township collectors to file their annual reports with the county superintendents on or before the 1st day of July; and, furthermore, requiring county superintendents to file their annual reports with the State Superintendent of Public Instruction on or before the 1st day of August next following, would obviate the delays and difficulties complained of.

Since the blanks and instructions heretofore issued to school officers have called for certain kinds of information only, and since, moreover, the time allowed for the preparation of this report will hardly admit of any other course, it has been thought best to make few departures from the tables reported in previous years, so far at least as regards their form and the general character of the information contained. Many of these tables have undergone little or no change of form for a quarter of a century, and could be considerably improved by being made to conform more closely to the better standards of statistical values that now prevail.

It may be said, also, that several of these tables might be eliminated altogether without in any wise impairing the value of the report as a whole. New forms are being prepared, which will be issued to school officers in due time for their reports of another year.

STATE SCHOOL SYSTEMS.

The efficiency of any State school system depends upon three important factors, as follows :

- I. The school revenue ; its amount and mode of distribution.
- II. The teaching force ; including methods of licensing, appointing, tenure of office, &c., of teachers.
- III. The supervision of schools by State, county, city and district officers.

The best State school system will be that which satisfies all the foregoing conditions in the best possible manner.

If the school systems of different States are compared it will be found that a considerable agreement exists in their general features, but in the details of their organization and administration the widest differences will appear.

Assuming that in any group of contiguous States, as New York, New Jersey and Pennsylvania, for instance, the general social and political conditions do not essentially differ, it might fairly be expected that their modes of raising a school revenue, of licensing and appointing teachers and of supervising schools, would not be greatly unlike.

Such is not the case, however, since in many important respects the school laws of the States mentioned differ to a considerable extent.

If it be true, then, that for States similarly situated there is but one best way for raising a school revenue, &c., it follows that some one of the aforesaid States administers its school affairs to better advantage than its neighbors. It is, therefore, competent to inquire how and to what extent the school system of our own State differs from the school systems of New York and Pennsylvania in respect to general features of organization, administration, &c.

I. As to taxation by the State for the support of the common schools.

The State of New Jersey levies and collects an annual State tax of \$5 per capita on all persons between the ages of five and eighteen years, inclusive, as shown by a school census taken annually for the express purpose of determining the amount of State school tax and its distribution.

The school law of New York provides that there shall be raised annually for the support of the common schools of that State a sum equal to one mill and one-fourth of a mill upon each and every dollar of the real and personal property within the State subject to taxation, for school purposes.

The Legislature of the State of Pennsylvania is required by law to appropriate annually for the support of public instruction a sum not less than \$1,000,000. For the year 1891-92 the appropriation was \$5,000,000.

In all three States the amount of school revenues raised by taxation as aforesaid is augmented by smaller amounts derived from the income of permanent school funds and from other lesser sources. Local taxes for school purposes are authorized in each State to supplement the amounts raised by general taxation.

It is believed that the New Jersey school law, by basing the amount to be raised by general taxation upon the number of children to be taught rather than upon the assessed valuation of the taxable property of the State, has certain positive advantages which make it preferable to any other plan. Under our law, the amount of school tax to be raised from year to year will vary with the number of children of school age in the State, and not with the capricious findings of local boards of assessors; hence there will be less likelihood of wide fluctuations. The increase from year to year will be in direct proportion to the real need for additional school accommodations.

11. As to the apportionment of school revenues.—In New Jersey, ninety per cent. of the State school tax required to be collected in each county is returned for distribution in that county, ten per cent. being held for apportionment by the State Board of Education, according to its discretion, among the poorer counties.

In New York, after providing for certain fixed expenditures, such as salaries of county school commissioners, city superintendents, school libraries, &c., the remainder of the State school moneys is apportioned as follows:

1. To all the school districts and cities of the State an amount equal to \$100 for each qualified teacher who shall actually have taught the school of the district for the preceding school year of thirty-two weeks.

2. The remainder among the counties of the State, according to their respective population, as the same shall appear on the last preceding State or United States census.

In Pennsylvania, the State appropriation of \$1,000,000, or more, is apportioned directly to the several school districts of the State upon the basis of the resident taxables in each district.

The peculiar feature of the New Jersey system consists in the apportionment by the State Board of Education of ten per cent. of the State school tax, according to its discretion. By this means it becomes possible to give the children in the sparsely-settled and poorer sections of the State as many months' instruction by good teachers as is given to the children in wealthier and more favorably situated communities.

3. *As to the distribution of school moneys among the several school districts and cities within a county.*—In New Jersey, the distribution of the State school moneys due any county is made by the county superintendent in the following manner:

"It shall be the duty of the county superintendent in each county to apportion annually to the districts and cities of his county the State school moneys, together with the interest of the surplus revenue belonging to said county, and such other money as may be raised for school purposes upon the basis of the last-published school census; provided, that no district shall receive less than \$275, and that districts with forty-five children or more shall not receive less than \$375." (School Law, page 153, Sec. 159.)

In New York, the county school commissioners are required by law to distribute the State school moneys among the several districts of their respective counties in proportion to the aggregate number of days of attendance of the pupils resident therein between the ages of five and twenty years for the year next preceding.

In Pennsylvania, the State appropriation is distributed directly to the school districts by warrant of the State superintendent, as heretofore stated, on the basis of the assessed valuation of taxable property within each district.

The New York method of distributing a part of the State school moneys to the various districts on the basis of actual attendance rather than school population, as in New Jersey, is to be commended.

The practical working of the New Jersey rule enables certain districts to receive a disproportionate amount by reason of a large school population without providing at the same time adequate facilities for the instruction of all. This is particularly the case in certain of the larger cities. An amendment to our school law, substituting actual attendance for school census as the basis for distributing the whole, or a part, of the State school tax, is, therefore, recommended.

II. As to the teaching force; including methods of examining and licensing teachers, tenure of office, &c.

Under this head is included one of the most important factors which determine the successful operation of any school system. Were

it possible to secure thoroughly-qualified teachers for all the schools throughout the State, the chief hindrance to their progress would be removed.

The action taken by the State Board of Education, a little over a year ago, looking to the improvement of the teaching force of the State by a revision of the rules and regulations governing the examination and licensing of teachers, has already produced most satisfactory results. The number of incompetent teachers has been largely reduced, while many, already proficient, have been stimulated to higher professional attainments.

In respect to the way and manner of licensing and appointing teachers, the following differences are to be noticed in the practice of the three States compared :

Under the New Jersey system, there are six consecutive grades of teachers' licenses, three county and three State. These licenses are obtained only upon an examination which is uniform for the entire State. The questions used in all examinations, of whatever grade, are prepared by the Superintendent of Public Instruction or State Board of Examiners.

The New York School law provides for three grades of county licenses and for two State licenses. As in New Jersey, all except the "college graduate's license," so called, are obtained upon uniform State examinations, for which the questions are prepared by the State Superintendent.

The Pennsylvania system provides for three grades of licenses only, two county and one State; the county licenses are obtained by examination; the State by recommendation.

It is doubted whether any system of examining and licensing teachers can be devised that is more efficient and satisfactory in its operation than the system of our own State. The power to establish standards of qualification and to make any regulations whatever is vested wholly in the State Board of Education. All the advantages of uniformity, certainty and efficiency of operation are thereby obtained.

In all three States named the method of appointing teachers is much the same—that is, local school boards are exclusively vested with said power. So, also, the tenure of office of teachers in all three States is at the pleasure of the appointing board unless the terms of the teacher's contract state specifically otherwise.

III. As to the supervision of the schools by State, county and district officers.

Upon adequate and intelligent supervision more than upon any other one condition depends the success of any school system. The business man, whether farmer, tradesman or manufacturer, knows

that upon the ability, intelligence and integrity of the agent who manages the farm, conducts the business or runs the factory, depends the quantity and quality of the product obtained and the profits of the enterprise. Why is it that in matters of education, requiring for the State of New Jersey the maintenance of a plant valued at over \$9,000,000, and calling for an annual expenditure of over \$3,000,000, the supervision of this work is so often put into the hands of men known to possess neither the knowledge, experience nor skill to qualify them therefor? I refer now to school officers of every grade—howsoever and by whomsoever appointed—who have charge of the important and delicate work of supervising schools, or in any manner directing their operation. It matters not how good a school system may be in the abstract, it will be emasculated of all its virility if administered by weak, incompetent or unfaithful agents.

In New Jersey the general supervision of the schools is entrusted to a State Superintendent of Public Instruction, and to one superintendent for each county. Most of the cities, and not a few townships, also have a local superintendent of schools.

The State Superintendent is appointed by the Governor, by and with the advice and consent of the Senate. His term is three years. The county superintendents are appointed by the State Board of Education, also for a term of three years. The city and township superintendents are elected by local boards of education for varying terms.

In New York, the State Superintendent is elected on joint ballot by the Senate and Assembly. His term is three years. His powers and duties are similar to those of the State Superintendent of New Jersey. He is assisted by two Deputy State Superintendents, appointed by himself. Instead of county superintendents appointed by the State Board of Education, the New York system provides for school commissioners, so-called, one for each Assembly district, elected for a term of three years by vote of the people.

The New York system also provides a corps of professional "institute conductors," whose duty it is to hold teachers' institutes in the several counties of the State, and to assist in conducting the State examinations for teachers' licenses.

A peculiar feature of the New York system should be noted, namely, that the high schools and academies of the State are not directly under the supervision of the State Department of Public Instruction, but of another separate body, called the Board of Regents. This separation of elementary and secondary schools in the matter of State control and supervision is peculiar to New York alone, and is of doubtful utility.

In Pennsylvania the general supervision of the State school system is vested in a State Superintendent, who is assisted by two deputy superintendents. The system of that State provides also for county

superintendents, who are elected, not as in New York, by a vote of the people, but by vote of the school directors of the county.

The institute system of Pennsylvania resembles more nearly that of New Jersey, since there are no regularly-employed and salaried instructors, whose sole business it is to carry on that particular line of work. The Pennsylvania institutes, like those of the State of New York, are held once a year, for an entire week, in each and every county of the State. Attendance thereon is compulsory.

Comparing now the school systems of the three States, it will be observed that each has an officer styled State Superintendent of Public Instruction, on whom devolves the general supervision of the schools. In New Jersey and Pennsylvania he is appointed by the Governor by and with the advice and consent of the Senate; in New York he is elected by joint ballot. His term of office is three years in New Jersey and New York; in Pennsylvania, four years. He is unassisted in New Jersey, but in Pennsylvania he has two deputies, and in New York two. His general powers, under the law, are much the same in all three States.

In respect, therefore, to the character and extent of its State supervision, the New Jersey school system does not differ materially from that of New York or Pennsylvania.

In the matter of county supervision, it is believed that the appointive method of New Jersey is decidedly superior to the elective methods employed in New York and Pennsylvania. When elected by the people, the county superintendent is usually the nominee of a political party; hence all the evils of partisan control of the schools are likely to arise. The powers and duties of the county superintendent in all three States do not essentially differ.

In New York, the employment of city and village superintendents is encouraged by a State appropriation for that purpose. They are elected by local boards for varying terms of office; their powers and duties being regulated by the rules of the employing boards.

The Massachusetts system of supervision differs in several important respects from that of any of the States previously mentioned. It provides for a State Superintendent, called Secretary of the State Board, who is elected by said board and continued in office at their pleasure; it provides, furthermore, for a corps of six or more professional assistants (agents, as they are called), whose time is occupied chiefly in visiting and inspecting the schools of the State and counseling with local boards. The principal merit of the Massachusetts system consists in its very thorough inspection of all the public schools in the State by exceptionally-qualified experts. These are under the immediate direction of the State Superintendent, whom they keep thoroughly informed as to the particular needs of different localities of the State. Here supervision is close, intelligent and thorough. All parts of the State, the rural districts as well as cities, enjoy the advantage of the very best supervision and control.

Another feature of the Massachusetts system, which deserves especial commendation, is its plan for securing better supervision of district and rural schools. Contiguous townships, no one of which is large enough to support a superintendent of its own, are encouraged to unite in employing a common superintendent of high professional qualifications, and to that end the State appropriates a considerable sum to defray the additional expense thereby incurred. By this means the rural schools of many parts of Massachusetts enjoy more effective local supervision than those of any other State.

The State of New York also encourages the employment of superintendents in the larger villages by making a State appropriation for that purpose.

Just so far, then, as skillful supervision tends to make the work of the schools more effective—and it is admitted by all that supervision, if of the right sort, is more effective than any other agency—the schools of New York, and of Massachusetts still more particularly, take precedence over those of New Jersey.

I would recommend that the State Board of Education consider the question of the advisability of providing for a more thorough inspection and supervision of the schools than we now have. The appointment of one or more agents or deputies of high professional qualifications to visit and inspect the schools of the State for the purpose of introducing the better methods of school organization and instruction that are becoming current in other States would exert a most salutary influence upon our school system.

In the subsequent pages of this report I shall aim to discuss other features of our school system, and to compare them with similar features in the systems of other States, in order to point out more particularly wherein our system is the better, or may be improved by conforming to other models.

I beg now to call your attention to a statistical summary of the most important facts connected with the administration of the department during the year 1891–92. For purposes of comparison, the corresponding facts of the preceding year will also be given:

GENERAL SUMMARY—TABLE A.

	1890-91.	1891-92.	Increase or decrease.
Total value of school property.....	\$9,098,576 00	\$10,004,236 00	\$905,660 00 increase.
Number of children the school-houses will accommodate.....	227,402	235,839	8,437 increase.
Number of children enrolled in the public schools....	237,500	243,254	5,754 increase.
Average attendance upon the public schools.....	146,763	150,569	3,806 increase.
Average time the schools were kept open.	{ 9 months, 10 days.	{ 9 months, 10 days. }	.....
Number of male teachers.....	760	766	6 increase.
Number of female teachers.....	3,857	4,015	158 increase.
Average salary per month paid to male teachers.....	\$76 38	\$77 25	\$0 87 increase.
Average salary per month paid to female teachers....	44 40	43 54	86 decrease.

The total value of the school property of the State, as reported by the several districts and shown in the foregoing table, is \$10,004,236, an increase over the preceding year of \$905,660.

This reported valuation represents, in many cases, the original cost of the school property, and not its actual present value, which, through the necessary deterioration due to age and other causes, must be considerably less than the original cost. This constant depreciation in value is offset in a measure by the enhanced value of still other school property more favorably situated, especially in cities. The increase in value due to actual expenditures during the year for new buildings and repairs is \$748,718.78.

The whole number of children the schools will accommodate is 235,839, as against 227,402 for the preceding year, an increase of 8,437.

The total number of children actually enrolled in the public schools of the State for the year 1891-92 was 243,254, an increase of 5,754.

Comparing the enrollment above given with the increase in school accommodations, it will be seen that the ratio of accommodations to number of children enrolled is on the increase. Whereas the number of children enrolled exceeds the seating capacity by nearly 7,500, it must not be inferred therefrom that such seating capacity was insufficient, since the actual attendance of pupils at any one time fell far short of the total enrollment for the year, the average attendance being only 150,839, or *sixty-two* per cent. of the total number enrolled. Notwithstanding, however, the apparent adequacy of school accommodations for the State at large, overcrowding of pupils, and even absolute failure to provide any school privileges for considerable numbers of children, are reported by some of the districts and cities of the State. That such a deficiency of school accommodations should anywhere exist under the liberal provisions of the law, whereby districts may borrow from the State school fund at a low rate of interest, is to be deplored.

The average time during which the schools were kept open was 9 months and 10 days. Since the school month consists of 20 school days, the actual time the schools were in session, including holidays, was 190 days only. Compared with the school year of other States, ours is above the average.

Under the existing law, no school is entitled to receive any part of the State appropriation which shall not have maintained a public school for at least 9 months during the next preceding year. Most of the country districts of the State maintain a school for the required 9 months only. The excess of 10 days in the general average is due to the longer period, usually 10 months, during which the schools of the cities are kept open.

The number of male teachers employed for the past year was 766, an increase of 6 only; the number of female teachers was 4,015, an increase of 138. This increase in number of teachers is greater in

proportion than the increase in the number of pupils enrolled. This is a favorable indication, however, and accords with the growing conviction that the classes in our public schools are often too large. No teacher can instruct successfully more than 40 or 50 pupils. It is to be observed, furthermore, that the ratio of male to female teachers is constantly decreasing, owing no doubt to the better opportunities afforded men to obtain a livelihood in other occupations.

The average salary per month paid to men is \$77.25, an increase over the preceding year of \$0.87; the average salary per month paid to women teachers is \$43.54, a decrease of \$0.86.

It might be inferred, therefore, that the more liberal sentiment in favor of the public schools, as shown by an increased expenditure during the year of nearly \$1,000,000 for new buildings and repairs (see Table B), and the employment of 144 additional teachers, has not yet extended to the more liberal compensation of those poorly-paid public servants who carry on the work of the schools. Since, however, the salaries of most teachers have suffered no decrease during the year, the reduction in the general average, as shown above, must be wholly due to the employment of 144 new teachers at the minimum salary.

Below, in Table B, will be found a summarized statement of the receipts of school funds for the year 1891-92.

GENERAL SUMMARY—TABLE B.

RECEIPTS.	1890-91.	1891-92.	Increase or decrease.
Amount appropriated from income of State school fund.....	\$240,064 47	\$212,623 94	\$27,440 53 decrease.
Amount of State school tax.....	1,995,270 00	2,052,560 00	57,300 00 increase.
Amount of district and city tax.....	1,143,319 13	1,452,448 00	309,028 87 increase.
Amount appropriated by counties for salaries and expenses of county superintendents.....	27,234 70	27,816 32	581 62 increase.
Amount of interest of surplus revenue.....	31,982 99	31,829 35	153 64 decrease.
Amount of township school tax.....	30,589 25	62,107 77	31,518 52 increase.
Amount raised in districts for manual training.....	11,750 00	24,325 95	12,575 95 increase.
Amount received from sale of district school bouds....	160,700 00	329,755 00	169,055 00 increase.
Amount raised in districts for free school libraries.....	4,150 00	5,367 45	1,217 45 increase.
Amount raised in counties for teachers' libraries.....		205 00	205 00 increase.

In explanation of some of the principal items in the foregoing table, it may be said: The amount appropriated from the income of the State school fund shows the large decrease of \$27,440.53. This decrease is due to the completion of the Normal School extension and improvements begun over a year ago, and a reduction in several items of ordinary expenditures, as shown by the table of disbursements given below.

The increase of \$57,300 in the State school tax is due to the increase in the school census of children 5 to 18 years of age, the tax being by law \$5 per capita.

The most remarkable increase over the year preceding is that of \$309,028 in the amount of city and district school tax. When districts tax themselves liberally it exhibits a healthy public sentiment.

So also the increase of \$31,518.52 in the township school tax evinces a similar favorable verdict concerning the value of the common-school system of the State.

The increase of \$12,575.95 in the amount raised by districts for the introduction and maintenance of manual training shows how surely this form of instruction is growing in popular favor.

The amount raised by sale of district school bonds for the purchase of sites and the erection of new buildings, or permanent improvement of old ones, was more than double that of the year preceding.

The action of the Legislature last winter in appropriating the sum of \$1,000 for the purpose of enabling school libraries which had failed, for any cause, to secure their annual grant of \$10 for the purchase of books and apparatus, to obtain the same upon a new application, had the desired effect. It increased largely the amount raised by districts for this commendable object. It is recommended that this law, which by its terms was limited in its operation to one year, and a maximum expenditure of \$1,000, be revived and amended so as to cover a longer term of years, and to appropriate a larger sum.

The following table contains a statement of the various disbursements during the year 1891-92:

GENERAL SUMMARY—TABLE C.

DISBURSEMENTS.	1890-91.	1891-92.	Increase or decrease.
Amount expended for teachers' salaries.....	\$2,443,061 52	\$2,447,404 55	\$4,343 05 increase.
Amount expended for fuel and lights.....	98,064 29	111,510 34	13,446 05 increase.
Amount expended for building and repairing school-houses.....	680,831 97	748,718 78	67,886 81 increase.
Amount expended by school districts for incidentals.....	408,666 91	557,043 58	148,376 67 increase.
Amount expended for manual training.....	23,004 66	48,651 90	25,647 24 increase..
Amount expended for State geological maps for schools.....	715 86	218 89	496 97 decrease.
Amount expended for free school libraries.....	7,190 00	9,594 45	2,404 45 increase.
Amount expended for teachers' libraries.....	7,294 10	405 00	405 00 increase.
Amount of expenses of State Board of Education.....	1,818 62	2,701 70	883 08 increase.
Amount of expenses of Department of Public Instruction.....	8,830 70	8,455 95	374 75 decrease.
Amount of expenses of school fund.....	7,294 10	2,820 42	4,473 68 decrease.
Amount expended for school-house plans.....	500 00	154 30	345 70 decrease.
Amount expended for teachers' institutes.....	1,700 00	1,382 19	317 81 decrease.
Amount expended for salaries of county superintendents.....	21,247 24	21,772 15	524 91 increase.
Amount expended for expenses of county superintendents.....	5,987 46	6,044 17	56 71 increase.
Amount expended for State Normal School.....	21,419 23	24,120 61	2,701 38 increase.
Amount expended for Normal School extension.....	35,323 30	12,590 58	23,732 72 decrease.
Amount expended for School for Deaf-Mutes.....	46,968 00	28,880 00	18,088 00 decrease.
Amount expended for Farnum School.....	1,200 00	1,200 00	
Amount expended for State Agricultural College.....		1,500 00	1,500 00 increase.
Amount expended for school census.....		673 35	673 35 increase..

An inspection of the foregoing summary will show many interesting and important facts relative to expenditures for the support of the public schools of the State for the year 1891-92.

Under this head it will be seen that there was a meager increase of only \$4,343.05 in the amount expended during the year for teachers' wages, and an increase of \$13,446.05 in the amount expended for fuel and lighting. Considering in this connection the fact that there were employed 144 more teachers than the year before, this showing was far from creditable. The slight increase is out of all proportion to the valuable service of these poorly-paid public servants. The expenditure on account of fuel and lighting increased \$13,446.05, about three times as much as teachers' salaries.

The amount expended for building and repairing was \$748,718.78, as against \$680,831.97 for the year before, an increase of \$67,886.81. An annual expenditure of nearly three-quarters of a million of dollars for construction and repairs of school buildings is one of the most hopeful of educational omens. It shows that the public are awakening to the fact that in this enlightened age, wherein educational progress has made such rapid advances in many directions, the architecture of our school buildings should not be neglected. Our children coming from homes having so many conveniences and comforts deserve something better than the cheerless, ill-heated, badly-lighted buildings of a hundred years ago. We have a few of those ancient school buildings scattered throughout the State, but their number is rapidly and surely diminishing with every succeeding year.

The increase of \$148,376.67 in the amount expended by school districts for incidentals deserves some explanation. A careful examination of the reports from the several localities shows a general increase in ordinary school expenditures in all parts of the State, particularly in Camden county, where the increase is \$38,594.74; and in Passaic county, where the increase is \$49,353.48, the cities of Paterson and Passaic not having made any report whatever for the preceding year with which comparison is made.

Under the head of incidentals are included expenditures for books, stationery, janitors' supplies, and all other items not specifically mentioned in the foregoing summary. Compared with the increase in teachers' salaries, previously noted, this increase in cost for incidentals is out of all due proportion.

Allusion has already been made to the expenditure for manual training. It will be seen that the entire amount expended is double that of last year. Elsewhere will be found a list of school districts that have raised money for this purpose.

There was a decrease of \$496.97 in the amount expended for State geological maps for free distribution to schools. These valuable maps were issued some time ago to all the schools in the State, so that during the past year few only were needed, and these for newly-established schools.

A gratifying increase of \$2,404.45 in the amount expended for public school libraries, more than one-half of said increase being the voluntary subscription of school districts, deserves to be noticed.

It will be seen that the expenses of the Department of Public Instruction, which include besides the salary and necessary incidental expenses of the State Superintendent, the ordinary expenses for printing, stationery, clerical hire, &c, show a decrease of \$374.75. It may be said in this connection that the expenses of this department are smaller than they should be for the efficient working of a great system that involves such an immense amount of detailed work. It is fair to say, also, that no other State department deals with so large a number of subordinate officials, including city and county superintendents, district and city boards, principals, teachers and others; hence no other department of the State needs so large and efficient a clerical force in order that its necessary routine business may be properly attended to. It would be in the line of economy, also, as well as efficiency, to allow the Department of Public Instruction a sufficient annual appropriation to carry on its work with the greatest possible speed and efficiency. Elsewhere I shall speak of some of its most obvious needs.

The State school fund is under the charge of a board designated "The Trustees for the Support of Public Schools," which consists of the Governor of the State, the President of the Senate, the Speaker of the Assembly, the Attorney-General, the Secretary of State and the Comptroller. This board holds in trust all the public stocks and moneys belonging to the State and devoted to school purposes, and can pay out only the interest and dividends arising therefrom in the manner prescribed by law. The law provides for such legal and other expenses as may be incurred by or under the direction of the trustees for the support of the public schools in the investment and protection of the school fund, and in the collection of the income thereof. The expenses so incurred for the past year in the care and maintenance of this fund show a decrease of \$4,473.68.

The department is allowed by law an annual expenditure of \$500 for the purpose of securing plans of improved school buildings. During the past year only \$154.30 was expended for this purpose. It is proposed to advertise soon for competitive plans of school buildings by the leading architects of the State and country. To that end forms and specifications are now being prepared by the State Superintendent. The competitive plans, when secured, will be printed and distributed gratuitously to the several district school boards, to aid them in securing better buildings in their respective localities. The fund applicable to this purpose has been allowed to accumulate, and in connection with the \$500 due for the current year will be sufficient for the object named.

The amount expended for teachers' institutes is \$317.81 less than for the preceding year. This is due to the fact that in three counties

it was impossible to hold an institute on account of the prevalence at the time of contagious disease, while in two more counties the institute was omitted at the request of the county authorities for other causes.

A small increase is seen in the amount expended for salaries of county superintendents. This is due to an amendment to the school law passed a year ago, which provides that the salary of a superintendent having fifty or more district schools to visit shall not be less than \$1,000.

The amount expended for the current expenses of the State Normal School was \$24,120.61, an increase of \$2,701.38. The remarkable growth and expansion of the Normal School during the past five years is unparalleled among schools of its class. That it has been able to maintain itself despite its increase in number of pupils and consequent increase of necessary expenses for the instruction, appliances, &c., is proof of a most careful and economical management.

The extension to the Normal School buildings commenced two years ago has been completed; so, also, the extension to the boarding halls has been completed during the present year. This will account, therefore, for the decrease of \$22,732.72 on account of disbursements for the institution noted in the foregoing schedule.

A noticeable decrease in expenditures is that of \$18,088 on account of the School for Deaf-Mutes. This institution has been thoroughly re-organized, its expenses largely reduced, and its general efficiency greatly increased since it came under the control of the State Board of Education two years ago.

A change in the method of taking the school census, whereby a State Superintendent of Census was appointed and certain incidental expenses for stationery and clerk hire became necessary, required the additional expenditure during the year of \$673.35.

In the following table (Table D) will be found a statement of the appropriations for the ensuing year, 1892-93, so far as the same have been ordered to date:

GENERAL SUMMARY—TABLE D.

ANNUAL APPROPRIATIONS.	1891-92.	1892-93.	Increase or decrease.
State school tax.....	\$2,052,560 00	\$2,151,700 00	\$99,140 00 increase.
State appropriation to schools.....	100,000 00	100,000 00	
Township school tax.....	62,107 77	13,202 50	48,905 27 decrease.
Interest of surplus revenue.....	31,829 35	31,525 86	303 49 decrease.
District and city school tax	1,452,448 00	1,405,164 78	47,283 22 decrease.

Heretofore, in the reports of the State Superintendent, it has been customary to give the appropriations made for the ensuing year as though made for the current year. This fact may give rise to some

confusion if the figures given above are compared with those of last year's report.

For instance, in the report for last year the State school tax of \$2,052,560 is stated to be for the year 1890-91. This tax was assessed and collected during that year, but to be applied to the support of the public schools for the subsequent year, to wit, 1891-92.

So of the other items in the same table; they were appropriated during 1891-92 to be expended during the school year 1892-93.

The increase of \$99,140 in the State school tax for 1892-93 is due to the larger school census (census of May, 1891) of nearly 20,000 children between the ages of 5 and 18, inclusive.

As an offset to this is a decrease of \$48,905.27 in the township school tax, and \$47,285.22 in the district and city school tax. This decrease in local taxation is chiefly due to two causes:

First. The large increase in the local taxes of last year left in many cases unexpended balances.

Second. The larger amount to be apportioned to districts by the increase in the amount of the State tax above noted has rendered local taxation for school purposes in many cases unnecessary.

The appropriation of \$100,000 from the State school fund is fixed by statute, and does not vary from year to year.

On the three succeeding pages will be found a general summary of the statistics contained in the tables to be found at the end of the Superintendent's report:

SUMMARY OF STATISTICS.

	1890-91.	1891-92.	Increase or decrease.
RECEIPTS.			
Amount appropriated from income of State School Fund.....	\$240,064 47	\$212,623 94	\$27,440 53 decrease.
Amount of State school tax.....	1,995,260 00	2,052,560 00	57,300 00 increase.
Amount of district and city tax.....	1,143,419 13	1,452,448 00	309,028 87 increase.
Amount appropriated by counties for salaries and expenses of county superintendents.....	27,234 70	27,816 32	581 62 increase.
Amount of interest of surplus revenue.....	31,982 99	31,829 35	153 64 decrease.
Amount of township school tax.....	30,389 25	62,107 77	31,518 52 increase.
Amount raised in districts for manual training.....	11,750 00	24,325 95	12,575 95 increase.
Amount received from sale of district school bouds.....	160,700 00	329,755 00	169,055 00 increase.
Amount raised in districts for school libraries.....	4,150 00	5,367 45	1,217 45 increase.
Amount raised in counties for teachers' libraries.....		205 00	205 00 increase.
DISBURSEMENTS.			
Amount expended for teachers' salaries.....	\$2,443,061 50	\$2,447,404 55	\$4,343 05 increase.
Amount expended for fuel and light.....	98,064 29	111,510 34	13,446 05 increase.
Amount expended by school districts for incidentals.....	408,666 91	557,043 58	148,376 67 increase.
Amount expended for building and repairing school-houses.....	680,831 97	748,718 78	67,886 81 increase.
Amount expended for manual training.....	23,004 66	48,651 90	25,647 24 increase.
Amount expended for school libraries.....	7,190 00	9,594 95	2,404 45 increase.
Amount expended for teachers' libraries.....		405 00	405 00 increase.
Amount expended for State geological maps for schools.....	715 86	218 89	496 97 decrease.
Amount of expenses of State Board of Education.....	1,818 62	2,701 70	883 08 increase.
Amount of expenses of Department of Public Instruction.....	8,830 70	8,455 95	374 75 decrease.
Amount of expenses of school fund.....	7,294 10	2,820 42	4,473 68 decrease.
Amount expended for salaries of county superintendents.....	21,247 24	21,772 15	524 91 increase.
Amount expended for expenses of county superintendents.....	5,987 46	6,044 17	56 71 increase.
Amount expended for school-house plans.....	500 00	154 30	345 70 decrease.
Amount expended for teachers' institutes.....	1,700 00	1,382 19	317 81 decrease.
Amount expended for school census.....		673 35	673 35 increase.
Amount expended for current expenses and repairs of State Normal School.....	21,419 23	24,120 61	2,701 38 increase.
Amount expended for Normal School extension.....	35,323 30	12,590 58	22,732 72 decrease.
Amount expended for School for Deaf-Mutes.....	46,968 00	28,880 00	18,088 00 decrease.
Amount expended for Farum School.....	1,200 00	1,200 00	
Amount expended for State Agricultural College.....		1,500 00	1,500 00 increase.
APPROPRIATIONS FOR 1892-93.			
State school tax.....	\$2,052,560 00	\$2,151,700 00	\$99,140 00 increase.
State appropriation.....	100,000 00	100,000 00	
Township school tax.....	62,107 77	13,202 50	48,905 27 decrease.
Interest of surplus revenue.....	31,829 35	31,525 86	303 49 decrease.
District and city school tax.....	1,452,448 00	1,405,164 78	47,283 22 decrease.
DISTRICT SCHOOL TAX.			
Number of districts that raise tax to pay teachers' salaries.....	293	309	16 increase.
Number of districts that raise tax to build or repair school-houses.....	464	484	20 increase.
Number of districts that raise no tax.....	855	875	20 increase.
COST OF EDUCATION.			
Average cost per pupil, calculated on total school census.....	\$8 65	\$7 69	\$0 96 decrease.
Average cost per pupil, calculated on enrolled attendance.....	12 41	12 81	40 increase.
Average cost per pupil, calculated on average attendance.....	20 09	20 69	60 increase.

SUMMARY OF STATISTICS—Continued.

	1890-91.	1891-92.	Increase or decrease.
NUMBER OF TEACHERS.			
Males.....	760	766	6 increase..
Females.....	3,857	4,015	158 increase..
SALARIES OF TEACHERS.			
Average salary per month paid to male teachers.....	\$76 38	\$77 25	\$0 87 increase..
Average salary per month paid to female teachers.....	44 40	43 54	86 decrease..
TEACHERS' CERTIFICATES.			
First Grade, State.....	{ Number granted to males... 23	23	.....
	{ Number granted to females.. 7	7	.....
Second Grade, State.....	{ Number granted to males... 6	9	3 increase..
	{ Number granted to females.. 35	55	20 increase..
Third Grade, State.....	{ Number granted to males... 10	15	5 increase..
	{ Number granted to females.. 70	133	63 increase..
First Grade, County.....	{ Number granted to males... 55	41	11 decrease..
	{ Number granted to females.. 78	105	27 increase..
Second Grade, County ...	{ Number granted to males... 68	82	14 increase..
	{ Number granted to females.. 287	356	69 increase..
Third Grade, County.....	{ Number granted to males... 222	139	83 decrease..
	{ Number granted to females.. 1,028	760	268 decrease..
Total number State certificates granted to males.....	39	47	8 increase..
Total number of State certificates granted to females...	112	195	83 increase..
Total number of county certificates granted to males...	345	265	80 decrease..
Total number of county certificates granted to females...	1,393	1,221	172 decrease..
Total number of certificates granted.....	1,889	1,728	161 decrease..
Number of applicants for State certificates rejected.....	6	17	11 increase..
Number of applicants for county certificates rejected...	1,022	876	146 decrease..
Total number of applicants rejected.....	1,028	893	135 decrease..
Number of certificates revoked.....	1	1	.....
SCHOOL DISTRICTS, HOUSES, ETC.			
Number of townships and cities.....	287	292	5 increase..
Number of school districts..	1,386	1,394	8 increase..
Number of school buildings	1,669	1,688	19 increase..
Number of school buildings owned.....	1,620	1,648	28 increase..
Number of school buildings rented.....	49	40	9 decrease..
Number of school departments.....	4,313	4,673	360 increase..
Number of unsectarian private schools.....	142	152	10 increase..
Number of sectarian private schools.....	119	137	18 increase..
Number of school visits by county superintendents.....	5,267	5,319	52 increase..
Average number of visits for each district.....	3.80	3.81	.01 increase..
CONDITION OF SCHOOL PROPERTY.			
Number of buildings denominated very poor.....	54	43	11 decrease..
Number poor.....	86	81	5 decrease..
Number medium.....	306	276	30 decrease..
Number good.....	486	562	76 increase..
Number very good.....	737	726	11 decrease..
Number of new buildings erected.....	32	34	2 increase..
Number of buildings enlarged, repaired or remodeled..	49	86	37 increase..
VALUATION OF SCHOOL PROPERTY.			
Number of buildings valued at \$100 or less.....	15	13	2 decrease..
Number valued between \$100 and \$500.....	198	196	2 decrease..
Number valued between \$500 and \$1,000.....	478	497	19 increase..
Number valued between \$1,000 and \$5,000.....	599	608	9 increase..
Number valued between \$5,000 and \$10,000.....	126	99	27 decrease..
Number valued between \$10,000 and \$20,000.....	83	89	6 increase..
Number valued between \$20,000 and \$40,000.....	83	105	23 increase..
Number valued above \$40,000.....	38	41	3 increase..
Total value of school property	\$9,098,576 00	\$10,004,236 00	905,660 00 increase..
Average value	5,524 00	5,949 00	425 00 increase..

SUMMARY OF STATISTICS—Continued.

	1890-91.	1891-92.	Increase or decrease.
ATTENDANCE.			
Total school census between five and eighteen years of age	430,340	405,222	25,118 decrease.
Total enrollment in the public schools.....	237,500	243,254	5,754 increase.
Number attending the public schools ten months.....	10,631	11,273	642 increase.
Number attending between eight and ten months.....	79,552	80,249	697 increase.
Number attending between six and eight months.....	44,060	46,020	1,960 increase.
Number attending between four and six months.....	35,323	35,993	670 increase.
Number attending less than four months.....	67,934	69,719	1,785 increase.
Average attendance upon the public schools.....	146,763	150,569	3,806 increase.
Number of children the public schools will seat	227,402	235,839	8,437 increase.
Number attending private schools.....	54,865	47,157	7,708 decrease..
Number attending no school.....	137,975	89,692	48,283 decrease..
PERCENTAGE OF ATTENDANCE.			
Percentage attending ten months.....	.045	.046	.001 increase.
Percentage attending between eight and ten months....	.335	.330	.005 decrease..
Percentage attending between six and eight months....	.185	.189	.004 increase.
Percentage attending between four and six months.....	.149	.148	.001 decrease..
Percentage attending less than four months.....	.286	.287	.001 increase.
Percentage of average attendance.....	.617	.618	.001 increase.
Percentage attending public schools.....	.552	.619	.067 increase.
Percentage attending private schools.....	.128	.124	.004 decrease..
Percentage attending no school.....	.320	.236	.084 decrease..
Percentage of census the schools will accommodate....	.521	.640	.119 increase.
SCHOOL TERMS.			
Number of districts that maintained school less than six months.....	6	7	1 increase.
Number that maintained school six months but less than nine months.....	49	49	.....
Number that maintained school nine months or more..	1,331	1,339	8 increase.
Average time the schools were kept open.....	{ 9 months, 10 days.	{ 9 months, 10 days.	.....
DISTRICT SCHOOL CENSUS.			
Number of districts with less than forty-five children..	243	266	23 increase.
Number having between forty-five and eighty children	630	601	29 decrease..
Number having between eighty and one hundred and twenty children.....	209	231	22 increase.
Number having between one hundred and twenty and two hundred children	126	122	4 decrease..
Number having between two hundred and five hundred children.....	105	100	5 decrease..
Number having more than five hundred children	73	74	1 increase.
Average number in the districts, excluding the cities...	129	117	12 decrease..
Average number in the districts, including the cities....	310	292	18 decrease..

SCHOOL REVENUES.

In the foregoing summaries will be found, for the first time, a complete statement of the annual receipts and expenditures of the State for the maintenance of its system of public instruction. The reports made heretofore by the Department of Public Instruction have omitted a number of large and important items, such as the amount expended for the support of the Normal School, the Deaf-Mute School, the expenses of the State Superintendent's office, the expenses for the care of the State school fund and some others. Believing that a complete statement of the financial operations of the Department is desirable, in order to show that the school interests of the State are safely and economically administered, I have made such for the school year 1891-92. It will be seen that the total amount received from all sources for the support of the public schools of the State for the year 1891-92 was \$4,199,038.78. This is an increase over the preceding year of \$553,888.24.

The various sources of revenue for the support of the public schools are the following :

1. *The State School Fund.*—From the income of this fund, which now amounts to \$3,430,455.85, an appropriation of \$100,000 is required to be made annually for the support of the public schools of the State. This amount is distributed to the school districts of the State in the same manner and for the same purposes as the State school tax. From the State school fund are paid, also, the expenses of the Department of Public Instruction, State Normal School, School for Deaf-Mutes, Farnum Preparatory School, Industrial and Normal Training Schools, teachers' institutes and the expenses for care of the school fund.

The amount appropriated from the fund for the year 1891-92 shows the large decrease of \$27,440.53. This is due to the large reduction in the expenses for maintaining the Deaf-Mute School, the completion of the Normal School extension and improvements and a reduction in several items of ordinary expenditures, as shown in the accompanying table of disbursements.

2. *The State School Tax.*—This tax is levied and collected upon the ratables of the State, as reported by the local assessors. It is equivalent to \$5 for each child in the State between the ages of five and eighteen years, as shown by the school census of the year next preceding. The increase of \$57,300 in the tax for the year 1891-92 arose from a corresponding increase of 11,460 children of school age, as shown by the school census of the year preceding.

The following table will show what may be expected as the natural increase in the school tax from year to year, under the present law,

appropriating \$5 for each child in the State between the ages of five and eighteen years :

Year.	Number of Children of School Age.	Total State Tax.
1887-88.....	364,165	\$1,456,660 00
1888-89.....	374,011	1,870,055 00
1889-90.....	387,847	1,939,235 00
1890-91.....	399,052	1,995,260 00
1891-92.....	410,512	2,052,560 00
1892-93.....	430,340	2,151,700 00

3. District, City and Township Taxes.—To supplement the revenues received from the foregoing sources, additional local taxes are authorized to be levied and collected. The amount raised in this manner the past year was \$1,514,555.77, an increase of \$340,547.39 over the previous year. This exhibits a healthy public sentiment in the cities and school districts of the State concerning the maintenance of the public schools. In Tables I. and II. of this report will be found full statistics concerning local taxation for school purposes in the cities and counties of the State.

4. The Interest of the Surplus Revenue—In the year 1836 there was distributed among the several counties of the State a sum of money received from the United States. The interest of this surplus revenue fund, and of other township funds not raised by taxation, is required by law to be apportioned annually for the support of the public schools. The amount received from this fund for the year 1891-92 was \$31,829.35. The present condition of the fund is shown by the following table:

Counties.	Amount of Fund.	Income 1891-92.
Atlantic	\$8,913 60	\$534 18
Bergen	28,819 14	1,795 08
Burlington.....	73,009 81	4,216 03
Camden	25,495 31	1,529 71
Cape May.....	12,349 44	740 96
Cumberland	30,322 69	1,766 13
Essex	62,110 65	.....
Gloucester.....	30,191 71	1,811 50
Hudson.....	12,363 00	.....
Hunterdon	63,558 05	3,297 43
Mercer	46,785 32	723 11
Middlesex	50,593 76	.....
Monmouth.....	57,378 54	2,339 35
Morris	59,950 68	3,597 04
Ocean.....	13,806 30	1,051 99
Passaic	19,473 00	1,168 38

Counties.	Amount of Fund.	Income 1891-92.
Salem.....	\$41,227 29	\$2,068 00
Somerset.....	47,818 25	2,869 09
Sussex.....	38,724 16	2,321 34
Union.....	.....	.....
Warren	41,779 74	.....

5. *Industrial and Manual Training.*—By an act of the Legislature, passed in 1885, districts raising by taxation or subscription not less than \$3,000 for industrial training receive an equal amount from the State, but not to exceed \$5,000 in any one year. Also, by an act passed in 1888, districts raising by taxation or subscription not less than \$500 for manual training receive an equal amount from the State, but not to exceed \$5,000 in any one year.

The increase of \$12,823 62 in the amount raised in districts for the maintenance and support of manual training shows that this feature of a school training is becoming more popular as it becomes better understood.

6. *School Libraries.*—Any district raising by taxation or subscription, or both, the sum of \$20 for the establishment of a school library or for the purchase of physical and chemical apparatus, or any district raising in the same manner \$10 in any year for the maintenance of the foregoing, is entitled to receive an equal amount from the State.

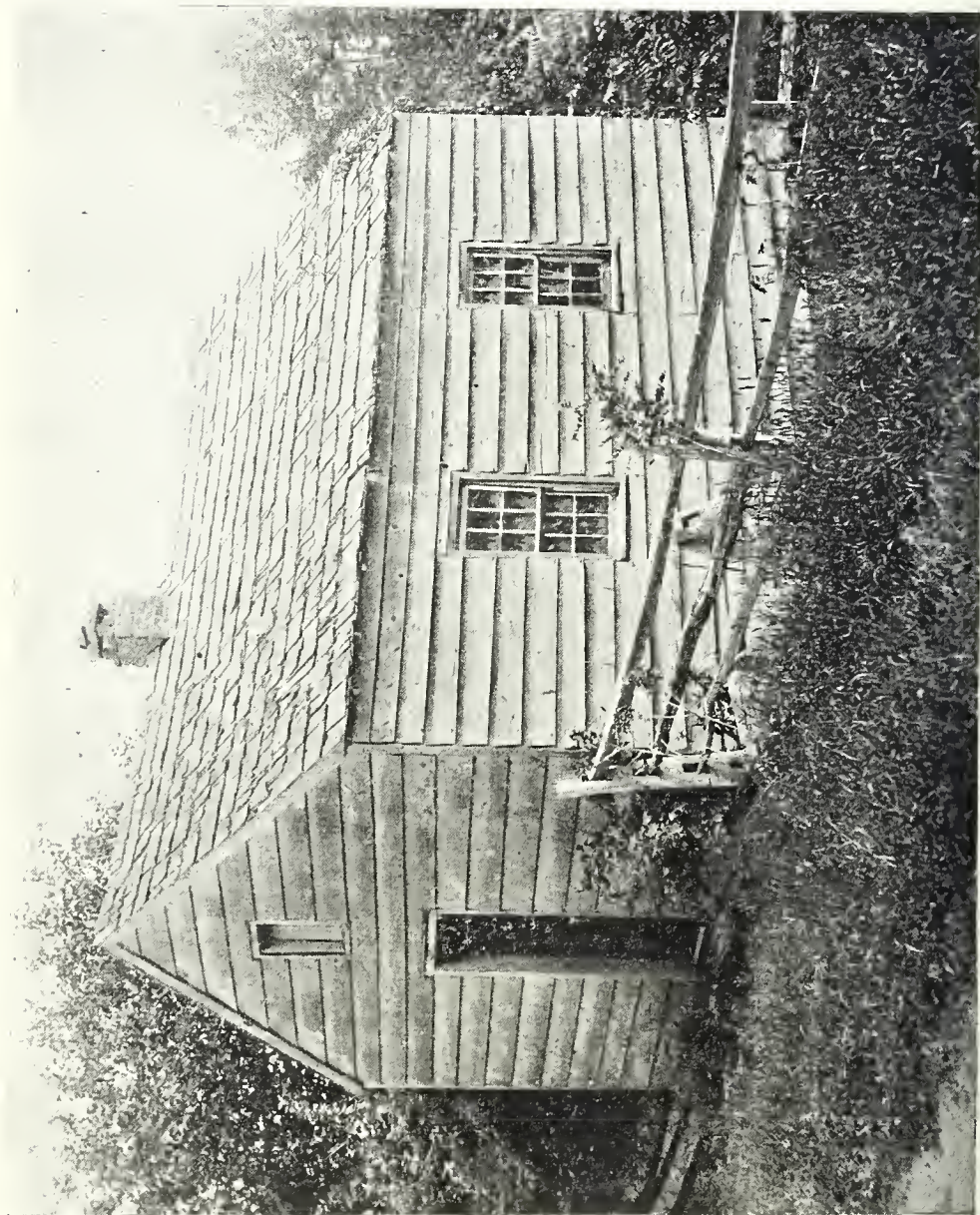
The increase of \$2,404.45 in the amount raised for district libraries is due largely, as has been stated, to the action of the Legislature last winter in appropriating the sum of \$1,000 for the purpose of enabling districts that had neglected in any year to apply for their annual appropriation to make a new application therefor.

In Tables I. and II. accompanying this report will be found a more detailed statement of the financial operations of the cities and districts of the State for the year 1891-92.

7. *Special District Taxes.*—By reference to Table IV. it will be seen that the number of school districts in the State that raised special taxes for the year 1891-92 for the payment of teachers' salaries was 309, an increase of 16 over the preceding year. This is a favorable indication, and needs no further comment.

The number of districts that raised local taxes for the erection of new school buildings or the repairing of old ones, was 484, an increase of 20. Eight hundred and seventy-five districts, or about 63 per cent., raised no local tax whatever. All the districts in Essex county raised a local tax; in Hudson county all the districts, with one exception, raised local tax; the same is true of Union county.

The amount received from the sale of school bonds for the year 1891-92 was \$329,755, as against \$160,700 for the year preceding.



OLD-STYLE SCHOOL HOUSE.



ABANDONED IN 1889.

In this case the increase is greater than the entire sum raised the year before.

Since these bonds are issued to pay for the erection of new school buildings, it is an evidence of a growing appreciation of the need of better and more adequate school accommodations throughout the State.

SCHOOL BUILDINGS.

The number of buildings in the State occupied for school purposes is 1,688, an increase of 19 over last year.

There were erected during the year 34 new buildings, an increase of 2.

The number of buildings repaired and remodeled was 86, an increase of 37.

The total valuation at date of all the school buildings owned by the State is \$10,004,236.

It might not be amiss for the district and city boards to make a new estimate of the value of school property, since it is probable that in many, if not most cases, in the cities especially, the valuation reported above is the original cost of the school buildings, which has been carried along in the reports from year to year.

A careful re-valuation would show a depreciation in a great majority of district school buildings, and an appreciation in city and village school buildings, where property has more rapidly enhanced in value.

During the past year \$748,718.78 has been expended for the erection of new buildings and the permanent improvement of old ones.

This is the largest amount ever expended in any one year and an increase of \$67,886.81 over the amount expended for the year 1890-91.

Many of these buildings are not only architectural models, but contain all the improvements that modern sanitary science and the needs of public school instruction require. Others were erected after the old models and will never prove satisfactory to the districts that built them.

In these days, when the requirements of a perfect school building are so much more generally understood, it seems almost criminal for boards of trustees to ignore, in the erection of new buildings, the important considerations of light, heat, ventilation and internal convenience. It is to be said, however, that the majority of school buildings erected in the State of recent years show that a greater regard has been paid to correct sanitary and pedagogical requirements.

The State Department, as has been stated, is allowed by law an annual expenditure of \$500 to procure plans for school buildings, to be recommended to district and city boards. Quite a number of excellent plans of school buildings, ranging in cost from \$1,000 to

\$5,000, can be had on application. All the best features of construction that experienced builders of school-houses have devised are incorporated into these working-plans.

The Department is now preparing forms and specifications preliminary to advertising for more plans of school buildings. It is believed that the leading school architects of the State and country will be glad to enter into such a competition, and that many valuable plans will be thereby secured at small cost.

By reference to Table I., the estimated value of the school-houses of the State will be seen.

Again, by reference to Tables VII., VIII., IX., X., XI., XII., their construction and adaptation for school purposes will also be shown.

There are four things to be considered in the erection of new school buildings, and these should be taken up in the following order, and not in the reverse order, as is too frequently the case: first, the location; second, the size; third, the construction; fourth, the cost.

I. Location.—With reference to location, the site should be (1) healthful, (2) convenient, (3) spacious.

To be healthful, a site should be selected on high and dry ground, should be well drained and should not be contiguous to any infectious surroundings. It should be conveniently accessible from all parts of the district, so that little children may not have too great a distance to travel in order to attend school. It should be spacious enough to afford a large play-ground. In the larger cities it may be necessary to overlook this last consideration, owing to the high cost of land. But whenever possible, the school grounds should be large enough to afford a good-sized play-ground for all children that attend. A large corner lot should be secured whenever available, not only for its greater convenience of access, but more particularly for better light and a freer circulation of air. To crowd one or two thousand pupils into a single building, as is often done in cities, and to permit such building to be shut off on two or more sides by adjoining factories or tenement-houses, is little less than cruelty, for which there is no excuse. Not the cheapest, but the best, building sites should always be chosen, regardless of cost. If a good location is so desirable for a private house, to be occupied by a single family, how much more desirable is an eligible site for a school-house, to be filled for a considerable portion of the year by hundreds of children and youth.

II. Size.—As regards size, it is generally a good plan to err, if at all, by erecting a building larger than absolutely required for immediate needs. Few of the better class of villages will retrograde in population, but all, or nearly all, will be quite sure to grow rapidly in the future. The accommodations of ten years ago are, in most cases, wholly inadequate for the present day. So it will be ten years

hence. To erect a building that will barely suffice to accommodate pupils who now reside in the district, is by no means the highest economy. Where a four-room building will answer to-day, let a six-room building be erected. The additional cost will not be much greater, and the contingencies of an increase in the number of pupils will thereby be provided against.

Besides, an extra room or two can always be made useful for a school museum, committee or store-rooms until such time as they may be needed for class purposes. Four-story school buildings are always to be deprecated. As a rule, three stories will suffice for all school purposes. The top floor in this case should be a hall for exhibitions, lectures, musical and gymnastic training, &c. Solid partitions for class-rooms must be regarded as preferable to movable partitions, since the latter can never be sufficiently deadened to prevent the annoyance resulting from the transmission of sound from one room to another. It is a false notion that all the children of a department should be assembled morning and evening for general exercises. The school-day, which is not long at the most, is quite too short when any considerable portion of it is consumed in marching children to and from an assembly-room, or compelling children to sit and listen to the ceaseless fault-finding or daily-repeated platitudes of a loquacious principal. An assembly-hall is something more than a luxury; it is, indeed, almost a necessity in every well-appointed school building; it need not, however, be used every day in the week. Class-rooms to accommodate fifty pupils should never be less than 24 x 26 feet, with 12 feet between joints, in order to give sufficient air-space for breathing. There should be not less than 12 square feet of floor space for each pupil. All halls, dressing-rooms, staircases, &c., should be spacious enough to allow not only the easy ingress and egress of pupils, but a free play for ventilation.

III. Construction.—The construction of a school building for health, comfort and utility should be most carefully considered by building committees. Too often the architect or builder employed knows nothing whatever of the essential needs of a school, however well informed he may be as to the requirements of a dwelling-house, store or factory. If no information were accessible, ignorance on this point might be justifiable; but school architecture for the last twenty years has been made a study by many specialists, and the results of their experience are accessible to every one. As heretofore stated, the Department can put any building committee into immediate possession of much valuable information in the matter of school-house construction.

Reference has already been made to size of school buildings and class-rooms. How to secure such an arrangement of class-rooms, halls, staircases and dressing-rooms as will give a maximum amount

of space without disregarding the essential conditions of lighting, heating and ventilation is a matter of the highest importance. The number, size and location of windows, the size and position of registers or steam radiators, the dimensions and construction of ventilating flues—these are questions that no novice in school architecture is likely to settle satisfactorily without reference to the experience of professional school architects and builders.

Many of the recently-erected school buildings in the State have adopted the Smead system or the Fuller-Warren system of heating and ventilation. Both of these systems have their strong advocates. Both systems have been before the public a sufficient length of time, and have been introduced into so many school buildings in the State that it will not be difficult for any one interested to learn their respective merits or defects. There are still other systems of heating and ventilation which are claimed to be as good as either of those named above. The success of any one of them is proof of something better than the old-time method of ventilating by windows and doors, and of heating by stoves and hot-air furnaces.

The substitution of metallic for plaster ceilings, of plain for ornamental trimmings, of venetian shades for inside shutters or curtains, may, perhaps, be considered inconsequential details by the ordinary builder, but not so by the professional school architect.

It is not my purpose to go into a discussion of these various details of school construction, but rather to call attention to the fact that school architecture is of great importance; that it is a profession by itself; that great advances have been made in recent years; that the results of this improvement in school-house construction are accessible to any building committee that will take the trouble to investigate; and, furthermore, that the Department of Public Instruction will aid any committee that may apply to secure the most approved plans.

IV. Cost.—Lastly, as regards the cost of a school building; this is usually the first thing considered, whereas it should always be the last. The present and prospective needs of the district should be carefully considered in order to determine the proper size of the building; the demands of health, convenience, &c., should determine its construction; its cost should be decided upon only after the foregoing conditions have been fully satisfied. A few hundred dollars, more or less, in cost will scarcely be felt by most districts; but a difference in the mode of heating and ventilation may cost the health, if not the life, of many pupils. Ignorance may excuse in a measure, but can never fully condone. The penuriousness which aims to save a few cents in the school tax by condemning one's own or his neighbors' children to the daily discomfort and danger of a badly-heated and ventilated school-room, is little short of a crime.

In the table below is shown, by counties, the number of school-houses in the State having one room each, the number having two rooms each, and the number having more than two rooms. Compared with the reports of previous years, it will be seen that the number of one-room school-houses is constantly decreasing with the growth of population.

COUNTIES.	One room.	Two rooms.	More than two rooms.
Atlantic.....	32	10	10
Bergen.....	35	18	28
Burlington.....	91	16	13
Camden.....	47	13	27
Cape May.....	21	6	5
Cumberland.....	55	14	16
Essex.....	15	13	69
Gloucester.....	38	20	14
Hudson.....	2	5	49
Hunterdon.....	95	7	8
Mercer.....	50	1	26
Middlesex.....	63	12	12
Monmouth.....	83	29	16
Morris.....	73	21	15
Ocean.....	42	7	6
Passaic.....	32	3	26
Salem.....	54	13	8
Somerset.....	62	4	6
Sussex.....	90	5	5
Union.....	9	4	27
Warren.....	76	4	9
Total.....	1,065	225	398

Of the 1,688 school buildings in the State, 1,640 are owned and 40 are rented for school purposes; 1,244 are constructed of wood, 362 of brick and 82 of stone. The whole number of separate class-rooms is 4,763, an increase over the preceding year of 360.

The whole number of school buildings having a system of ventilation is 312; the number without any adequate system, 1,376. This last fact is most important and deserves careful consideration. Considering the great progress that has been made of recent years in school-house construction, which has been previously alluded to, it is to be regretted that so many school buildings in the State must still be classed as in the highest degree unsanitary. The many devices that can be employed to secure proper ventilation, many of them comparatively inexpensive, should lead school officers to pay better regard to the healthful conditions of school buildings and the comfort of teachers and children.

Tables VII. and VIII. contain full statistics concerning the number, construction, &c., of school buildings, and attention is called thereto.

SCHOOL CENSUS.

How to secure an honest and reliable school census is a problem that many states have yet to solve. In New Jersey, the problem has always been an important one, owing to the peculiar method employed in the State for levying and distributing the State school tax. The school census is regularly taken in May of each year, and includes all persons between the ages of five and eighteen. The State school tax of \$5 per capita is based thereon. It will be seen, therefore, that an increase of 20,000 in the entire census would make a difference of \$100,000 in the amount of the annual school tax to be raised by the State. The entire State school tax, determined as above, is apportioned by law among the several counties according to their assessed valuation, and is collected in the usual manner. A peculiar feature of the New Jersey school law, however, is, that ninety per cent. only of the entire tax raised in any county is required to be returned to that county, ten per cent. being left to the discretion of the State Board of Education to distribute among the poorer and more deserving counties. Again, every school district containing forty-five children of school age is entitled to not less than \$375 from the State school tax, which is \$100 more than is received by districts having a less number of children. Add to the foregoing the fact that enumerators are paid by the name, and it will be seen that an exact and honest school census is important.

For several years complaints have been frequent that certain districts of the State, cities more especially, were sending in "padded" returns, and were thereby profiting, it was supposed, at the expense of other districts. The evidence of this carelessness, if not dishonesty, in obtaining the school census under the existing law, induced the New Jersey Legislature, at its last session, to enact a new law, creating a State superintendent of the school census and giving that officer large discretionary powers, which, it was believed, would enable him to secure an accurate enumeration of the school children of the State. This officer is appointed by the State Board of Education for the period of five years. He, in turn, appoints all the enumerators for the State, subject to approval by the President of the State Board of Education. He has the power, with the approval of the State Board of Education, to establish such rules and regulations as may be necessary. In general, the act was designed to create a central and responsible head for this important branch of the State educational service. The principal defect of the old law—and, for that matter, of school census laws in most States—was, that it gave to the various school boards and district trustees throughout the State the power to appoint local enumerators, who, from the nature of the case, might be expected to have at heart the interests of their respective districts rather than those of the State at large. There was also no central officer to inves-

to rig the returns and inflict a penalty for inaccuracy or dishonesty; hence, various abuses constantly arose.

These abuses may be classified as follows:

(1) The exaggeration of the census for the extra compensation to the enumerator. This was the case in several of the larger cities. It was made possible by the failure of the old law to provide any means of detection and punishment. (2) The exaggeration of the census for the purpose of raising a district from the \$275 class to the \$375 class, by adding a few names where the census fell slightly below forty-five children of school age in the district. This kind of offense was the more readily condoned by local boards because it relieved the district oftentimes from local taxation. (3) Local pride in reporting a large school population with no motive of securing a large State appropriation.

In many instances the inaccuracies above pointed out could fairly be ascribed to carelessness alone, due to the hasty and superficial manner in which the work had formerly been done. The easiest way to take a school census was found to be to copy the list of the preceding year and add thereto a number of names, presumably enough to cover the natural increase of population. That this practice was followed in some of the cities of the State there is abundant evidence.

That similar abuses of the school census exist in almost every State where the school census is made the basis of a distribution of the public school tax—and even where there is no such distribution of public funds, but where enumerators are paid by the name—there can be no doubt. The official reports of most State Superintendents generally allude in disparaging terms to their official school census. That New Jersey should be the first to attempt to correct these abuses is fully consistent with the reputation of the State for just laws, honestly and vigorously enforced.

For more detailed information concerning the operation of the new census law, and for full statistics concerning the first enumeration thereunder, attention is called to the accompanying report of Hon. John J. Matthews, State Superintendent of Census, which comprises Part II. of this report.

COST OF THE SCHOOLS.

That which should be last of all considered by intelligent and right-minded friends of popular education, namely, the cost of the schools, by too many is made a question of the foremost concern. Not how cheaply can the schools of a district be maintained, but how well; not how can a special district tax be avoided, but how laid and used most advantageously—these are the considerations that should be uppermost in the minds of all good citizens.

It is one thing to exalt the public schools in high-sounding phrase upon all public occasions, to affirm that they lie at the very founda-

tion of our republican institutions, &c. ; it is quite another to investigate carefully their organization and administration in order to discover where they can be altered and improved to the best advantage. It is still another for a community to go down deep into its pockets to supply the means to make the schools what their usefulness and the high destiny ascribed to them demand.

In the following table the cost of the maintenance of the schools in the several counties (including cities) has been figured : first, upon the total school census ; second, upon the enrolled attendance, and lastly, upon the average attendance.

COUNTIES.			
	Per capita expense on total school census.	Per capita expense on enrolled attendance.	Per capita expense on average attendance.
Atlantic.....	\$9 73	\$12 34	\$18 44
Bergen.....	9 80	14 32	22 88
Burlington.....	6 19	9 51	19 21
Camden.....	9 87	13 78	24 29
Cape May.....	7 41	9 28	16 07
Cumberland.....	6 79	8 98	13 62
Essex.....	9 06	17 22	28 36
Gloucester.....	8 47	11 34	20 12
Hudson.....	8 12	18 15	27 13
Hunterdon.....	7 73	9 89	18 89
Mercer.....	6 53	12 22	19 87
Middlesex.....	6 38	10 88	17 21
Monmouth.....	8 57	10 84	19 29
Morris.....	6 92	10 29	17 97
Ocean.....	6 58	8 00	13 88
Passaic.....	7 13	11 72	16 84
Salem.....	7 51	9 13	16 61
Somerset.....	8 08	11 62	20 94
Sussex.....	8 49	10 12	18 80
Union.....	9 24	17 19	24 13
Warren.....	8 63	11 05	17 87
Total.....	\$7 69	\$12 81	\$20 69

Owing to fluctuations in the school census the first column of figures will be the least reliable for purposes of comparison with former years. It will be seen that the State average, based upon total census, shows a cost of \$7.69 per pupil. Last year the average cost was reported to be \$6.85 only. This apparent increase is due to the large falling off in the school census, for the cause of which see elsewhere. Assuming that the last census is the more reliable, which is unquestionably the fact for the State at large, Camden county leads the list with an average cost per pupil of \$9.87. Next in order come Bergen, Atlantic, Union and Essex counties, all above \$9 per child. At the foot of the list stands Burlington county, with an average cost per child of only \$6.19.

Based upon the enrolled attendance, which is the same as the total school register for the year, Hudson county comes first with an average cost per child of \$18.15. Essex county comes next in order, showing an average cost of \$17.22. At the foot of the list is Ocean county, showing but \$8 per child, followed by Cumberland county with \$8.98. The average for the State is \$12.81 per child, an increase of forty cents. Above this average are Bergen, Camden, Essex, Hudson and Union counties, five in all; sixteen counties, therefore, fall below.

The most valuable figures for comparison are those which give the average cost based upon the average attendance, since it is this factor which suffers least change from year to year, being most accurately determined.

So, also, it is the factor upon which the necessary expenditures for seating accommodations and instruction are principally based.

The following seven counties, in the order given, show the highest average expenditure per capita, Essex leading the list with an average of \$28.36 per child, and Hudson second, with an average of \$27.13. Cumberland county, which expended only \$13.62 per child, and Ocean county, which expended only \$13.88, foot the list. It will be noticed that the counties containing the two largest cities, to wit, Essex and Hudson, make the largest expenditure per capita for the maintenance of their schools. This is due in a large measure to the higher salaries paid to teachers and janitors.

The low average in Passaic county, which includes the city of Paterson; of Mercer county, which includes the city of Trenton, and of Middlesex, which includes the city of New Brunswick, are explained in a similar way, namely, the smaller salaries paid to teachers.

The average cost per child, based on the actual daily attendance, is \$20.69. Above this average are Bergen, Camden, Essex, Gloucester, Hudson, Somerset and Union counties—seven in all. Of the counties containing no large cities, Bergen shows the highest cost per child, due principally to the better salaries paid to teachers.

Below will be found similar data for the thirty-two cities and larger boroughs of the State.

CITIES.	Per capita expense on		
	total school census.	enrolled attendance.	average attendance.
Atlantic City.....	\$12 41	\$15 99	\$19 80
Bayonne.....	9 70	15 18	26 32
Bloomfield.....	11 69	20 36	27 32
Bordentown.....	6 38	17 07	31 52
Bridgeton.....	5 64	8 26	12 59
Burlington.....	5 77	9 35	16 41
Camden.....	12 25	17 36	30 05
Dover.....	6 59	8 93	14 57
East Orange.....	14 26	19 54	27 32
Egg Harbor City.....	8 24	10 04	15 47
Elizabeth.....	7 25	15 00	21 05
Gloucester City.....	4 37	9 13	17 63
Hoboken.....	8 24	13 89	22 28
Jersey City.....	4 95	13 03	18 94
Lambertville.....	7 55	13 61	20 36
Long Branch.....	14 83	17 72	26 34
Millville.....	6 96	10 45	15 93
Montclair.....	15 59	19 23	27 55
Morristown.....	8 24	17 55	23 35
Newark.....	8 44	16 68	25 33
New Brunswick.....	6 60	12 64	17 65
Orange.....	6 85	18 31	26 88
Passaic.....	8 15	13 07	18 53
Paterson.....	7 15	12 08	16 43
Perth Amboy.....	5 11	9 82	13 27
Phillipsburg.....	12 72	19 72	25 56
Plainfield.....	13 57	20 82	27 39
Princeton.....	7 81	14 74	25 19
Rahway.....	9 23	19 50	24 05
Salem.....	8 91	12 28	16 74
Trenton.....	6 36	13 15	18 82
Woodbury.....	13 79	16 66	28 70
Total.....	\$7 37	\$15 60	\$21 86

The foregoing table shows some most remarkable variations in average cost of maintaining schools. For instance, Gloucester City is accredited with a cost of only \$4.37 per child, while Montclair rises to \$15.59 per child, based on total school census. Again, Jersey City and Newark report respectively \$4.94 and \$8.44 per child, both cities of the first class and of about the same population. As stated in my remarks upon similar data concerning counties, the variations of the census for successive years are so wide and unaccountable that little that is valuable can be deduced from a comparison of the figures in the first column.

The per capita expense in cities, figured upon actual school enrollment, affords a more satisfactory basis for comparison. This shows the city of Plainfield to be making the largest comparative expenditure per capita, with Bloomfield a good second. Next follow Phillipsburg, East Orange, Rahway, all above \$19 per capita.

At the bottom of the list are Bridgeton and Dover, with \$8.26 and \$8.93, respectively.

As stated before, the most reliable and satisfactory basis for comparison will be found in the outside column of figures, which show

the cost per capita on the basis of actual daily attendance. Here Bordentown leads the list, with a per capita expenditure of \$31.52. Next comes Camden, with \$30.05; Woodbury, \$28.70; Montclair, \$27.55; Plainfield, \$27.39; East Orange and Bloomfield, each \$27.32; Orange, \$26.38; Long Branch, \$26.34; Bayonne, \$26.32; Phillipsburg, \$25.56; Newark, \$25.33, and Princeton, \$25.19, all above \$25 per capita. Lowest on the list is Bridgeton, \$12.59, followed by Perth Amboy, \$13.27, and Dover, \$14.57, these three being the only cities in the State whose per capita is below \$15.

The average of \$21.86 for the cities shows an increase of \$1.03 over the average of the preceding year, and indicates a healthy state of public opinion with reference to the maintenance of the public schools.

SCHOOL DISTRICTS.

The most important defect, it seems to me, in our State school system, is the existence of so many weak and struggling school districts. There are in the entire State 264 districts having less than forty-five pupils each, and 49 having less than twenty-five each. One district in Ocean county has but three pupils; another has but four. The smallest district in Sussex county has only 11 pupils; the smallest district in Burlington but 8.

Every district, whatever its school population, is entitled under the law to receive from the State not less than \$275 annually for the maintenance of a public school within its territory.

Twenty dollars of the \$275 so received may be expended for incidentals. This leaves \$255 for teacher's wages and fuel, a sum altogether insufficient to hire a thoroughly-qualified teacher and maintain a good school for nine months of the year, as required by law. Districts having a school census of forty-five or more children are entitled to receive from the State not less than \$375. This, in most cases, is sufficient to secure a competent teacher and to support a successful school for the legal term.

There is an obvious injustice, however, in allowing a district having, say, forty-four children of school age only \$275, and a district having forty-five, \$375, for no other reason than that of having one more inhabitant within the district between the ages of 5 and 18.

It not infrequently happens that a district having the smaller school population actually enrolls more pupils in its school. There are no rational grounds for making the number 45 the dividing line between a \$275 and a \$375 district. To overcome this apparent injustice there is reason to believe that not a few districts in the past have exaggerated their census returns by a few names in order to secure the additional \$100.

The remedy for weak and struggling school districts is to do away with the present school district system altogether and make the town

the unit for all school purposes. By that means school districts could be easily consolidated, and many obvious economies, now impossible, could be inaugurated, to the great saving of school moneys and a better grading and administration of the schools.

All the New England States, after a trial of both, have discarded the district system. The more progressive States throughout the country now make the town, and not a subdivision of the town, to wit, the school district, the unit of their school organization. Under an act of the Legislature, passed in 1888 (Chap. 249, Sec. 1), it is now possible for the school districts in any township to become consolidated into one. This act should be so amended as to make the consolidation of the school districts of a township obligatory.

Some of the most obvious advantages of the township system over our present district system are these:

1. It provides for a township school board, who are able to rearrange school district boundaries at any time, to suit the changing needs of the township. It enables a township school board to do away with school district lines altogether, if thought best, as is done in the cities.

2. It makes possible the closing up of the very small schools by admitting the children residing in such neighborhoods to the privileges of other schools in the township. It is often cheaper for the township to pay for the conveyance of a half dozen or more pupils to a distant school than to maintain a school for their sole benefit.

3. It unquestionably gives better schools, since a township board feels in duty bound to give every locality equal school advantages. That this is the natural result of an adoption of the township system, the experience of all States abundantly proves. Just as in a city the poorest ward expects and obtains from the city school board as good buildings and teachers as any other ward, so under the township system an equalization of school advantages is sure to arise.

4. It gives better school officers, since it is easier to select from an entire township than from the smaller school district three or more men fitted for the office of school trustee. That better men are selected, as a rule, the experience of all States having the township system abundantly certifies.

5. It is an economical system. All the expenses incidental to a dozen or more boards are avoided. Repairs, purchases of books and other supplies, &c., are all made more economically.

6. It gives better teachers. The complaint that district trustees too often appoint teachers through family or other considerations is heard less frequently under a township system. Besides, a more intelligent and better qualified board of trustees may fairly be presumed to be better judges of a teacher's attainments and skill.

7. It gives the children of the rural districts a chance to attend,

without cost, the village graded or high school, if there be one in any township.

For the foregoing reasons, and many others equally as cogent, a change should be made at no distant time in New Jersey's antiquated school district system. There is everything to condemn our present school district system; everything to commend the township system.

In Table III., accompanying this report, will be found the number of townships and cities in the State, number of school districts, number of visits made by the county superintendents, and the number of school districts in each county, grouped according to size, &c.

SCHOOL ACCOMMODATIONS.

With a constantly-growing population, it is not remarkable that the school accommodations of the State are at all times inadequate to meet the increasing demand. A similar state of things will be found to exist in nearly every State in the Union. There is every reason to believe, however, that the general public is fully alive to the need of more and better school buildings, and that the same will be provided by most communities just as rapidly as their financial condition will warrant.

It is to be noticed, however, that a greater activity prevails in some counties and cities than in others.

This will be seen by inspection of the table below, which gives the percentage of the school census that the schools of the several counties have been able to accommodate during the past three years.

COUNTIES.	1891 '92.	1890 '91.	1889 '90.
Ocean.....	.930	.874	.834
Sussex.....	.918	.973	.958
Warren.....	.903	.872	.872
Salem.....	.897	.894	.850
Atlantic.....	.891	.862	.944
Monmouth.....	.889	.832	.903
Cape May.....	.875	.885	.857
Hunterdon.....	.846	.830	.847
Gloucester.....	.844	.851	.813
Burlington.....	.789	.765	.791
Bergen.....	.753	.652	.565
Cumberland.....	.751	.820	.782
Morris.....	.701	.661	.697
Somerset.....	.695	.690	.707
Middlesex.....	.602	.600	.569
Camden.....	.566	.545	.571
Mercer.....	.525	.506	.486
Passaic.....	.519	.478	.474
Essex.....	.501	.442	.446
Union.....	.496	.491	.502
Hudson.....	.355	.271	.292

It appears from the above that Ocean county leads the list, with a capacity to accommodate 93 per cent. of its school population. Sussex, another sparsely-settled county, comes second, with a seating capacity of about 91.8 per cent., while Hudson county foots the list with accommodations for only 35.5 per cent. of its school population. The wide variations from the accommodations reported the preceding year are to be accounted for in some instances by the difference in school census as taken under the old and the new law.

Thus, for instance, the apparent increase in Hudson county from 27.1 per cent. to 35.5 per cent., about one-third, is only apparent since the great reduction in number of children of school age reported by the enumerators for the present year has raised the percentage.

It must not be inferred that since school accommodations are provided for only 35.5 per cent. of the school population of Hudson county that any large number of children are denied school privileges.

On the contrary, less than 500 pupils are debarred from school privileges at any time during the school year, and these for only a short time at the beginning of the school year, when all the schools are exceptionally crowded. The private and parochial schools, especially in the large cities, provide for no small part of the school population, so that in no instance can it be said that any considerable number of children of school age are deprived of the opportunity for an education.

In the table below is given the percentage of accommodations provided by the cities of the State.

CITIES.	1891-92.	1890-91.	1889-90.
Salem.....	.903	.906	.830
Atlantic City.....	.880	.809	.632
Long Branch.....	.870	.692	.847
Montclair.....	.787	.829	.692
Woodbury.....	.786	.733	.719
Egg Harbor City.....	.764		
Dover.....	.761	.439	.395
Bloomfield.....	.734	.788	.640
East Orange.....	.729	.592	.640
Bordentown.....	.680	.502	.512
Plainfield.....	.679	.622	.613
Phillipsburg.....	.649	.612	.608
Millville.....	.629	.698	.875
Lambertville.....	.621	.634	.653
Bridgeton.....	.572	.577	.607
Burlington.....	.556	.574	.546
Princeton.....	.554	.593	.593
Camden.....	.548	.486	.497
Rahway.....	.541	.603	.614
Passaic.....	.537	.510	.593
New Brunswick.....	.515	.482	.414
Paterson.....	.504	.447	.452
Bayonne.....	.488	.466	.504
Trenton.....	.472	.440	.429
Hoboken.....	.461	.287	.312
Perth Amboy.....	.458	.479	.461
Newark.....	.448	.398	.407
Morristown.....	.408	.401	.414
Gloucester City.....	.368	.377	.535
Elizabeth.....	.361	.372	.360
Orange.....	.358	.347	.340
Jersey City.....	.294	.234	.236

From the above it appears that Salem furnishes the largest percentage of school accommodations, to wit, 90.3 per cent., while Atlantic City and Long Branch come next, with 88 per cent. and 87 per cent., respectively. Jersey City again comes at the foot of the list, furnishing accommodations for only 29.4 of her school population. Other cities whose percentage is below 40 per cent. are Orange, Elizabeth and Gloucester City; while six cities, namely, Morristown, Newark, Perth Amboy, Hoboken, Trenton and Bayonne, provide a seating capacity for less than 50 per cent. of the children of school age.

As was stated in speaking of the counties, few children are debarred from the public schools in any of the foregoing cities by reason of insufficient accommodations. The demand for admission by any considerable number of new pupils would lead the governing school boards in any of the cities named to enlarge the school accommodations by the erection of new school buildings.

The number of private and parochial schools in the cities is greater than in the country, hence the relatively smaller percentage of needed public school accommodations.

It should be observed, however, in this connection, that were any attempt made in the larger cities to enforce the compulsory school attendance law, the deficiency of school accommodations, which is now only apparent, would become actual.

That the compulsory school law has not been enforced more gener-

ally in the cities is due in a measure to their inability to accommodate more pupils. It is hardly fair, therefore, to affirm that adequate provision has been made for the education of all the children of a community, unless such provision is sufficient to include those whom the compulsory education law, if strictly enforced, would add to the total number of those to be taught.

COUNTIES.	Percentage of school census the schools will accommodate.	Percentage of school census enrolled in the public schools.	Percentage of school census attending private schools.	Percentage of school census attending no school.
Atlantic.....	.891	.789	.036	.175
Bergen.....	.753	.658	.092	.250
Burlington.....	.789	.682	.115	.200
Camden.....	.567	.674	.065	.261
Cape May.....	.902	.831	.047	.122
Cumberland.....	.753	.741	.029	.230
Essex.....	.501	.575	.180	.245
Gloucester.....	.845	.824	.026	.150
Hudson.....	.354	.550	.158	.292
Hunterdon.....	.846	.855	.019	.126
Mercer.....	.525	.566	.175	.259
Middlesex.....	.602	.580	.167	.253
Monmouth.....	.889	.621	.049	.130
Morris.....	.702	.877	.137	.186
Ocean.....	.931	.894	.013	.093
Passaic.....	.519	.593	.123	.284
Salem.....	.897	.848	.039	.113
Somerset.....	.696	.727	.061	.212
Sussex.....	.920	.826	.030	.144
Union.....	.496	.684	.141	.175
Warren.....	.905	.778	.054	.168
Total.....	.582	.640	.124	.236

CITIES.	Percentage of school census the schools will accommodate.	Percentage of school census enrolled in the public schools.	Percentage of school census attending private schools.	Percentage of school census attending no school.
Atlantic City.....	.881	.698	.077	.225
Bayonne.....	.491	.566	.208	.226
Bloomfield.....	.735	.667	.081	.252
Bordentown.....	.516	.402	.312	.286
Bridgeton.....	.572	.655	.049	.296
Burlington.....	.556	.719	.143	.138
Camden.....	.548	.648	.061	.291
Dover.....	.760	.682	.083	.235
East Orange.....	.723	.668	.154	.178
Egg Harbor City.....	.764	.788	.004	.208
Elizabeth.....	.361	.473	.246	.281
Gloucester City.....	.367	.560	.179	.261
Hoboken.....	.461	.834	.058	.108
Jersey City.....	.294	.509	.155	.336
Lambertville.....	.684	.721	.048	.231
Long Branch.....	.871	.954	.033	.013
Millville.....	.699	.622	.040	.338
Montclair.....	.787	.782	.088	.131
Morristown.....	.408	.461	.350	.189
Newark.....	.449	.567	.181	.252
New Brunswick.....	.518	.494	.205	.301
Orange.....	.358	.414	.282	.304
Passaic.....	.537	.630	.144	.226
Paterson.....	.504	.568	.132	.300
Perth Amboy.....	.454	.480	.219	.301
Phillipsburg.....	.649	.378	.219	.403
Plainfield.....	.679	.382	.308	.310
Princeton.....	.555	.509	.251	.240
Rahway.....	.541	.584	.116	.300
Salem.....	.902	.681	.072	.247
Trenton.....	.472	.506	.208	.286
Woodbury.....	.795	.738	.048	.214
Total.....	.452	.575	.155	.270

SCHOOL FURNITURE.

The great improvement made of late years in school furniture should lead at once to the disuse in all the schools of the State of the old-style seats and desks, constructed in entire disregard of all hygienic considerations.

The adaptation of the height of the seat and desk to the age and size of the pupil is not less in importance than the proper ventilation of the school-room. Indeed, we firmly believe that far greater harm arises from placing children upon ill-adapted seats and keeping them there for long periods at a time, than from any other cause. Curvature of spine, contraction of the thorax, interruption of the vital functions, with a score of concomitant evils must necessarily attend such disregard of hygienic principles.

It is no uncommon sight in visiting schools to find a child seated upon a seat so high that his feet fail to touch the floor by three or four inches. Still more common is it to find the back of the seat at

such a distance from the front edge of the desk that the child, while at work, derives no advantage from it.

The child is forced, by absolute necessity for some physical support, to put his elbows upon the desk in front of him, finding thereby, in some measure, that support for the upper part of the body which the back of his chair is designed to give. Not all the styles of so-called "modern" furniture are to be recommended as healthful and desirable. The most common defect is the disproportion of height of seat to height of desk.

So important is this matter of suitable school furniture that boards of trustees cannot use too great caution in its selection. The additional cost of furniture that is in every respect satisfactory is so very slight that there can be no excuse for choosing the inferior kind.

It deserves to be noticed that of the 1,688 schools in the State, 1,554, a gain of 66, have "modern" furniture, while only 134 retain the "old style." If it could be said that all the schools reporting "modern" furniture were equipped with the "best" modern furniture, the Department of Public Instruction would have good reason to congratulate the children of the State. For detailed statistics under this head, concerning the counties and cities, see Tables XI. and XII.

SCHOOL SUPPLIES.

In Tables XI. and XII. will be found, also, statistics relating to the equipment of schools in the matter of maps, charts, dictionaries, gazetteers, apparatus, blackboards, text-books, &c.

A comparison with the corresponding report of a year ago will show a uniform gain in all the foregoing items. Of the schools not reporting a supply of maps and charts there are 113 only, as against 132 of the year before; of the schools without globes there are 526, a decrease of 13 only; schools possessing no dictionary are reduced to 202, and those possessing no gazetteer to 669.

That any school in the State is without a dictionary seems almost incredible. It should not be inferred, however, that no dictionary is accessible to teacher and pupils, since, where none is supplied by the district, the teacher, almost without exception, furnishes one. It is to be regretted, however, that any trustees can be found who put so light an estimate upon the possession of a good dictionary as not to see that one is supplied by the district. A good school globe is almost a necessity in teaching certain facts in geography; so is a good gazetteer a useful book of reference for every school; still, a dictionary, if rightly used, is of far greater importance, and, where possible, more than one should be furnished to each room and teacher.

Last year 245 schools reported insufficient blackboard surface. This number has fallen in the report of the present year to 190. So great a diversity of opinion exists as to what should constitute a suf-



HIGH SCHOOL.

East Orange, - - - Essex County.

The East Orange High School was completed in December, 1891, and is one of the finest school buildings in the State. Its cost, including the heating and furniture, but exclusive of the lot, was \$107,000. The building is of red brick with granite foundation walls and brown sandstone trimmings. The total length is 140 feet and the average width is 95 feet. There are three entrances on the front and one on each end. A flight of granite steps leads to the imposing front entrance. A massive tower 120 feet high contains a clock whose dials are six feet in diameter.

On the first floor there are a study-room, five recitation-rooms, two cloak-rooms—each 20 by 25 feet, and the offices of the principal and the Board of Education. On the second floor, in addition to a study-room corresponding to the one below, and the recitation-rooms, there are a well-equipped chemical laboratory, accommodating thirty pupils, a library and a teacher's room and hospital. The dimensions of the study-rooms are 44 by 70 feet by 13 feet high. Four of the recitation-rooms are 15 by 22 feet; seven, including the laboratory, are 19 by 28 feet. The gymnasium, 50 by 60 feet; the drawing-room, 25 by 45 feet, and a recitation-room, 20 by 25 feet, are on the third floor.

The floors are of comb-grained Georgia pine two and a quarter inches wide, and are deadened with felt. The woodwork is North Carolina pine, and the plaster is "adamant." The basement floors are all of the best sidewalk cement. The Fuller & Warren system of heating, ventilation and dry closets is used. The floors of the closets are of slate. Ash partitions with doors provide individual compartments. The four cloak-rooms each contain 125 individual compartments 12 by 12 inches and seven feet high, with umbrella and rubber racks in each compartment. Slate troughs imbedded in the floor carry the water to the basement.

The floors of the cloak-rooms and end halls are carried on iron floor beams brick-filled. The stairs are of iron and slate. An iron fire-escape is connected with each cloak-room. In each end of the building is a stand-pipe connected with the city water works and having a length of hose on each floor.

The furniture is of solid cherry, except the cabinets and bookcases, which are of polished quartered oak. Every recitation-room has a closet. Additional large closets are used as store-rooms for the supplies awaiting distribution among the schools. All blackboards are of slate. The gymnasium is equipped with heavy apparatus.



ficient blackboard surface, that too great confidence in this report would be misleading. In modern teaching, the blackboard is indispensable. There cannot be in any school-room too great a blackboard surface, provided, of course, that it is within easy reach of the children. The entire side walls of the school-room, except the space occupied by doors and windows, should be fitted up with the best slate or other form of blackboard surface. Too great care cannot be taken that the blackboards be of the best quality. So far as we know, there is nothing so good as slate.

If, however, slate is considered too expensive, there are several patented articles for coating the walls which afford a surface almost as good. It is never an economy to coat the walls with a poor article which will lose its color, exhibit a rough surface or readily crack or break.

The best is always cheapest in the end, to say nothing of the convenience and usefulness of a blackboard that is in fit condition at all times.

The value of other school apparatus than the foregoing was reported last year as amounting to \$41,859.48.

The reports from the several counties for the present year show an almost general gain, the total being \$68,592.05. A certain amount of illustrative apparatus is almost a necessity in any good school. Not a little of it can be procured by an intelligent teacher with little, if any, cost. "Home-made" apparatus is often the best kind, and a little ingenuity on the part of the teacher, assisted by the hands, if need be, of some of the older pupils, will supply her with a sufficient amount and variety to illustrate nearly all the more common principles of the natural and physical sciences.

It is surprising what an added zeal and enthusiasm is given to any study when pupils are urged or requested to make physical illustrations of the facts or principles thereof.

Hardly a study in the school curriculum that is not susceptible of some sort of objective representation by material of a kind that will enable pupils to use their hands as well as their heads.

The wise teacher will always try to engage both if she hopes to secure the highest educational results.

FREE TEXT-BOOKS.

There appears to be a growing disposition on the part of school districts and cities to furnish pupils with the necessary text-books free of cost. To prove this, it is only necessary to cite the fact that this year 198 school districts and 25 cities in the State furnish free text-books against 168 districts and 20 cities for the preceding year. The following cities have been added to the free text-book list during

the year : Bayonne, Bloomfield, Hoboken, Jersey City, Millville and Perth Amboy. The cities that do not furnish free text-books are Burlington, East Orange, New Brunswick, Phillipsburg, Plainfield, Princeton and Salem.

There is much to be said in favor of the practice of supplying text-books to pupils without cost. The poor are not deprived of any, or of all, the advantages of an education for their children by reason of inability to purchase the necessary books ; delays in starting classes at the beginning of a term are obviated ; the latest and best editions of text-books can be had ; an entire uniformity of text-books—no inconsiderable matter in a district school, where every moment of the teacher's time is valuable—is obtained. Add to these and other equally substantial advantages the economy of buying books by the wholesale and the argument for free text-books is complete. On the other hand, it is alleged that if the district furnish free text-books why not free clothes, &c., for the children. The fallacy of this argument is so obvious that it need not be pointed out. It might be said, however, that if it could be shown to be an advantage to the district or city to furnish even free clothes to those children needing them, there is sufficient precedent for the same ; the practice of several of the European countries and of several of the States has demonstrated the wisdom and beneficence of such action. If the duty of the State to educate the child is once admitted, it implies the power to provide all the necessary conditions for such education.

Such an objection to free text-books as the danger of disseminating contagious diseases thereby is more worth consideration. Reasonable precautions, however, in the collection and distribution of books, and in the destruction of such as have been exposed to contagion in the homes of affected pupils, will counteract any considerable danger from this source. The advantages of free text-books are so great that only the strongest considerations of public health or policy should weigh against the general adoption of the practice.

In Tables XI. and XII. full statistics for the counties and cities of the State in relation to free text-books are given. A careful study of these tables is particularly urged.

ENROLLMENT AND ATTENDANCE OF PUPILS.

By reference to Tables I. and II. it will be seen that the whole number of children between five and eighteen years of age in the State at the date of the last census, May 30th, 1892, was 405,222, a decrease of 25,132 from the number reported for the year preceding. That this apparent decrease is due to the change in the law which provides for taking the annual school census, and not to any actual falling off in school population, will be understood by reference to my remarks under the head of School Census in another place.

The whole number of children enrolled as attending school any portion of the school year was 243,254. This is an increase of 5,754 over the year preceding. Of this number 11,273 attended over ten months; 8,249 between eight and ten months; 46,020 between six and eight months; 35,993 between four and six months, and 69,719 for less than four months.

The average number of children who attended schools during the time they were kept open was 150,569, an increase of 3,806.

The number of children reported as attending private schools was 47,157, and as attending no schools during the year, 89,692. Of the last item it should be said that by far the greater proportion of those children who attend no school are below seven years of age and above fourteen. Between the foregoing ages, only a relatively small per cent. of pupils are non-attendants on some school, either public or private.

The Superintendent of Census has made some most interesting and valuable tables and comparisons relating to the ages of children who are reported as not attending school, to which reference is particularly requested.

A study of these tables will materially alter some of the most common misconceptions concerning the number and ages of those children whose names are not found on the school register. Still, the number of pupils of suitable age who are not enrolled in the schools is altogether too great, and properly excites a feeling of alarm in the minds of those who look to the schools as the safeguard of our institutions.

The compulsory education law, though defective in some particulars, gives ample authority to the cities and school districts of the State to correct, largely, this evil of non-attendance.

In Tables V. and VI. will be found the percentage of enrollment attending school for different periods of the year; the percentage of census attending public, private and no schools; and the percentage of census the public schools will accommodate. A comparison with the corresponding figures of the year preceding will show an increase in all items except that of attendance on no school.

AVERAGE ENROLLMENT AND ATTENDANCE.

It is a fact, universally admitted, that no teacher, under the most advantageous conditions, can be expected to do justice to more than thirty to forty pupils in a class.

In the ungraded district schools, where the number of daily recitations is necessarily large, not infrequently running up to twenty or even to twenty-five per day, the enrollment and attendance of a larger number of pupils is almost fatal to any rapid and satisfactory progress. In view of this fact, the following table, showing the average

enrollment and attendance per teacher in the schools of the counties (which include the cities), will not be without interest:

COUNTIES.	Average enrollment in each room.	Average daily attendance.	Average number of cases of tardiness per day for each room.
Atlantic.....	40	34	1.13
Bergen.....	39	34	.90
Burlington.....	30	24	1.08
Camden.....	35	31	.81
Cape May.....	32	27	.92
Cumberland.....	42	37	1.57
Essex.....	38	33	.58
Gloucester.....	30	26	1.08
Hudson.....	39	35	.80
Hunterdon.....	29	23	.62
Mercer.....	33	28	.93
Middlesex.....	46	38	.60
Monmouth.....	40	34	.92
Morris.....	35	30	.83
Ocean.....	38	32	1.35
Passaic.....	38	33	.55
Salem.....	31	28	1.01
Somerset.....	32	28	.78
Sussex.....	25	22	1.40
Union.....	30	25	.75
Warren.....	37	34	.54
Total.....	35	30	.91

An examination of the foregoing table will show that in no county of the State does the average number of pupils per teacher in actual daily attendance exceed 40. But to make this average, the fact must not be lost sight of that many schools report an average attendance of below 20, and, indeed, below 15 pupils. Classes of 60, 80 and even 100 pupils per teacher are not infrequent in the cities.

That such a state of facts should be possible shows the indifference, poverty or impecuniousness of the communities that tolerate such overcrowding of their schools with a consequent impairment of their efficiency. It is not unlikely that in this matter of overcrowded classes is to be found one of the most radical defects in the administration of our city schools. It is, however, a most difficult evil to eradicate, with a population growing rapidly and a public sentiment adverse to overtaxation for any purpose.

If, however, the great loss to a community by the failure to provide sufficient accommodations to make classes of a proper size for economical teaching were once clearly appreciated, the public would not be slow to provide the necessary means. It is the duty of teachers and school officers to bring this matter constantly to the attention

of the people until the loss involved by overcrowded classes is fully realized.

In the table below will be found statistics showing the condition of the several cities of the State in respect to class enrollment and attendance.

CITIES.	Average enrollment in each room.		
	Average daily attendance.		
	Average number of cases of tardiness per day for each room.		
Atlantic City.....	35	30	.34
Bayonne.....	32	28	.43
Bloomfield.....	37	33	.40
Bordentown.....	25	20	.26
Bridgeton.....	52	47	1.13
Burlington.....	49	41	1.23
Camden.....	35	30	.48
Dover.....	45	40	.44
East Orange.....	44	33	.30
Egg Harbor City.....	47	39	1.91
Elizabeth.....	44	41	.08
Gloucester City.....	37	33	.66
Hoboken.....	40	35	.69
Jersey City.....	39	36	.12
Lambertville.....	33	30	.50
Long Branch.....	46	43	.30
Millville.....	41	35	2.17
Montclair.....	41	35	1.40
Morristown.....	36	33	.86
Newark.....	47	38	.76
New Brunswick.....	41	36	.30
Orange.....	36	32	.17
Passaic.....	35	32	.58
Paterson.....	43	37	.33
Perth Amboy.....	67	51	.44
Phillipsburg.....	41	38	.24
Plainfield.....	31	29	.97
Princeton.....	38	27	2.63
Rahway.....	35	30	2.01
Salem.....	32	30	.63
Trenton.....	37	31	.56
Woodbury.....	33	29	3.15
Total.....	40	34	.83

Compared with the corresponding figures of the preceding year, there is no change whatever in average enrollment; in average attendance, there is an increase from 33 to 34. Perth Amboy and Bridgeton make the worst showing, reporting, respectively, an average attendance of 51 and 47 pupils per teacher. It would not be fair, however, to conclude, in the absence of other data, that these cities make the least provision for their children.

If the distribution of pupils were uniform throughout a city, as, for instance, in Jersey City, which reports 36 pupils per teacher, no great exception could be taken to the showing above. The fact is, however, that the upper classes in the large cities are comparatively small, while the lowest classes are not infrequently

crowded to the utmost capacity of the class-rooms. Hence, the average will not show the actual distribution of pupils, and the facts of overcrowding that are so seriously deplored. Not until sufficient school accommodations are provided by the cities of the State to reduce the class enrollment within reasonable limits, should there be any cessation of effort on the part of the friends of the public schools to effect this most desirable end.

SALARIES OF TEACHERS.

Probably no other avocation, requiring special training and natural aptitudes of a high order, offers so small a remuneration as that of teaching. The foregoing statement is no less trite than it is true; it needs, however, to be reiterated and dwelt upon until a public, that is not loath to recognize its truth and reasonableness, shall be willing to extend to this important service of training children and youth the compensation that rightfully belongs to it. It is a lamentable fact that not a few districts in the State pay hardly more for a teacher to train the minds and mould the morals and manners of their children than would be necessary to hire a domestic for the kitchen.

So long as the rate of compensation is to be regulated wholly by supply and demand, and so long as district trustees are willing to put their schools in charge of teachers possessing the minimum of qualifications necessary to obtain a lowest-grade license, little can be hoped in the matter of advancement of the teachers' remuneration.

Every effort to raise the standard of qualifications of the lowest-grade teachers is met by the argument that the salary received in most of the district schools does not justify the time and expense necessary for a thorough preparation for teaching. Graduates of normal schools and teachers of ambition and success are not willing to teach for the meager pittance that many impecunious districts offer them. Still, however, the supply of novices is sufficient to meet the demand, and the price of the teacher's toil remains almost at a standstill. Protected by no trades union, the teacher must accept, as a rule, anything that a board of school trustees, however illiberal, may choose to offer.

Still, the lot of the district teacher is not altogether unfortunate, for in the faithful performance of her important duties she will find much for comfort and self-gratulation. To instruct the young in the lessons of the school; to fashion, day by day, a noble character; to witness the almost immediate results of one's tuition in the gentler life and in the nobler aspirations of the child—are not these rewards a source of perennial joy?

True, but the good teacher, however much she may delight in the contemplation of the good she is doing, cannot escape the mercenary

considerations made inevitable by the payment of board bills and the cost of the simplest living.

County superintendents in their daily rounds should preach early and late a greater liberality on the part of the patrons of the schools.

The majority of people are not selfish and illiberal. The fact that selfishness so often controls the actions of a community is due to the greater aggressiveness of the selfish minority. In the district school meeting, the opposition to paying the teacher a generous compensation usually originates and is carried to a successful issue by the aggressive talk of a few individuals. If the spirit of generosity and sympathy were cultivated with half the assiduity that is exhibited by the few mercenary persons in every community who oppose any encroachment upon their pocket-books, whatever the object, teachers would not be compelled to accept in half payment for their services reflections upon the good they may do.

It should be said, also, that teachers themselves are too often the negative cause of their small compensation. A spirit of greater independence, an unwillingness to remain in a place where the remuneration is inadequate, an ambition to work for the higher rewards that are open to those who gain prominence in the lower positions—attributes such as these will command respect, and not infrequently win an increase in compensation where least expected.

So, also, the teacher should move about among the patrons of her school, soliciting their interest in her work and challenging their admiration for her qualifications and success. By such means can her usefulness not only be extended, but its reward in dollars and cents is quite certain to follow.

In the table that follows is shown the average salaries paid to male and female teachers in the several counties for the year of this report :

COUNTIES.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.	Decrease in the average salary paid to women.
Atlantic.....			\$9 77		\$9 62	
Bergen.....			2 71		2 11	
Burlington.....			91		33	
Camden.....				\$12 65		\$3 51
Cape May.....			52			92
Cumberland.....			1 50			01
Essex.....				1 52	5 34	
Gloucester.....			9 60			1 10
Hudson.....			71			2 47
Hunterdon.....				5 08		26
Mercer.....				13 03		5 63
Middlesex.....			6 26		33	
Monmouth.....			1 42		1 34	
Morris.....				4 58	73	
Ocean.....			2 81		1 75	
Passaic.....			6 33		3 61	
Salem.....			1 06		31	
Somerset.....			4 68		1 79	
Sussex.....				18	84	
Union.....			1 52			44
Warren.....				2 25		03

It will be seen by the foregoing table that the salaries of male teachers have increased in fourteen counties and have decreased in seven. The highest increase is in Gloucester county, \$9.60, and the smallest in Cape May county, fifty-two cents.

The greatest decrease is shown in Camden county, where it amounts to \$12.65, and the least in Sussex county, where it is eighteen cents only.

Essex county shows the largest increase in the average salary paid to women teachers, namely, \$5.34, and Salem the least, to wit, thirty-one cents. Mercer county must suffer the reproach of having reduced the average compensation of its female teachers by \$5.63, and Cumberland county barely holds its own with a decrease of one cent.

Compared with the corresponding items in the report of last year, the average compensation of men in the State at large is \$77.25, an increase of forty-two cents, and of women, \$43.54, a decrease of ninety-six cents. Much as we should be gratified to record a larger and more universal increase in teachers' remuneration all along the line, we cannot fail to take a more hopeful outlook for the future.

Below will be found a table similar to the foregoing, giving the average increase and decrease in salaries paid to men and women teachers by the cities of the State.

CITIES.	Increase in the average salary paid to men.	Decrease in the average salary paid to men.	Increase in the average salary paid to women.	Decrease in the average salary paid to women.
Atlantic City	\$8 75		\$0 10	
Bayonne.....			\$1 50	
Bloomfield.....			05	
Bordentown.....				
Bridgeton.....			2 59	
Burlington.....		\$2 20		6 31
Camden.....		11		5 25
Dover.....		30 00		
East Orange.....	24 00		5 00	
Elizabeth.....				35
Gloucester City.....			1 50	
Hoboken.....	6 71			06
Jersey City.....	12 34		41	
Lambertville.....			12	
Long Branch.....	1 66			
Millville.....				
Montclair.....	41 67		85	
Morristown.....			2 58	
Newark.....				
New Brunswick.....	5 00		4 05	
Orange.....			50	
Passaic.....		36 33		
Paterson.....	4 00		5 00	
Perth Amboy.....	20 00			15
Phillipsburg.....		4 17	46	
Plainfield.....	12 50			18 38
Princeton.....		17 50		10
Rahway.....	5 00		1 86	
Salem.....				72
Trenton.....	27 72		1 00	
Woodbury.....				

TOTAL EXPERIENCE OF TEACHERS.

In the following table, the teachers of the State are grouped according to their total experience in teaching :

COUNTIES.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic.....	26	46	31	11	4	.....	.....	6	7	19
Bergen.....	15	52	39	25	16	6	5	7	6	38
Burlington.....	34	67	45	19	11	9	16	7	4	45
Camden.....	56	117	45	30	26	11	12	7	12	31
Cape May.....	8	17	8	4	5	4	1	8	3	37
Cumberland.....	15	53	58	21	8	8	6	8	6	31
Essex.....	61	191	180	100	78	47	33	9	6	46
Gloucester.....	29	33	24	16	15	2	4	8	3	48
Hudson.....	85	204	160	125	74	50	39	9	7	49
Hunterdon.....	16	46	34	25	18	6	6	9	2	31
Mercer.....	22	72	53	35	21	10	11	8	9	30
Middlesex.....	32	63	38	23	11	7	11	8	7	35
Monmouth.....	22	78	67	37	23	12	5	7	1	32
Morris.....	31	59	53	21	8	5	3	8	4	54
Ocean.....	37	35	5	4	.....	.....	.....	3	1	13
Passaic.....	62	98	77	38	25	10	10	7	1	35
Salem.....	20	49	21	13	5	4	.....	7	8	29
Somersct.....	15	35	27	19	9	.....	4	8	7	39
Sussex.....	29	46	19	17	3	4	4	6	7	38
Union.....	22	60	51	36	20	17	11	9	5	41
Warren.....	23	70	32	18	11	5	.....	6	1	25
Total.....	660	1,491	1,067	637	391	217	181	7	8	.....

The facts are important, as they indicate how large a proportion of the teaching force of the State is being constantly recruited from the ranks of the inexperienced. An inspection of the table will show that of the whole number of teachers reported (4,644), 660, or 14.2 per cent., have been teaching less than one year; 1,491, or 32.1 per cent., more than one and less than five years; 1,067, or 22.9 per cent., between five and ten years; 637, or 13.7 per cent., between ten and fifteen years; 391, or 8.4 per cent., between fifteen and twenty years; 217, or 4.4 per cent., between twenty and twenty-five years; and 181, or 3.8 per cent., over twenty-five years.

Hudson county exhibits the highest average experience, namely, nine years and seven months. Essex and Union come next in order with nine years and six months and nine years and five months, respectively. The lowest average experience is seen in Ocean county, to wit, three years and one month; Warren county shows an average experience of six years and one month; Atlantic and Sussex counties,

six years and seven months. The average experience of all the teachers of the State is seven years and eight months.

Above this average are the counties of Bergen, Cape May, Cumberland, Essex, Gloucester, Hudson, Hunterdon, Mercer, Middlesex, Morris, Somerset and Union.

Salem county shows an average of seven years and eight months, exactly the average for the entire State.

In the table given below, the average experience of the teachers employed in the cities is shown :

CITIES.	Number who have been teaching one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic City.....	15	13	14	3	4			6	1	19
Bayonne.....	6	25	16	6	12	5	3	8	1	40
Bloomfield.....	12	7	4	12	3		1	12	12	20
Bordentown.....		1	4	6			12	12	5	30
Bridgeton.....	3	13	6	3	6	5		10	8	31
Burlington.....		4	8	1	1	1	3	12	5	28
Camden.....	24	67	31	30	21	10	11	5	6	42
Dover.....	2	4	7	2	1	1		8		22
East Orange.....	6	14	13	6	1	1	1	7	5	25
Egg Harbor City.....	2	1	3					4		8
Elizabeth.....	6	28	15	11	12	5	6	11	6	31
Gloucester City.....	1	4	2		12	1	1	10		39
Hoboken.....	10	29	28	34	17	14	2	10	9	35
Jersey City.....	55	111	98	70	46	26	25	10	5	49
Lambertville.....		1	4	4	3	1	1	13	7	27
Long Branch.....	3	6	17	3	12	1	1	8	3	27
Millville.....	12	9	11	5	4	2		9		24
Montclair.....	2	9	8	3			1	7		30
Morristown.....		5	7	6	3	1		9	3	24
Newark.....	36	111	114	68	63	37	30	11	3	46
New Brunswick.....	12	18	18	4	6	4	6	12	8	35
Orange.....		4	18	8	6	5	1	9		35
Passaic.....	8	16	8	7	3		1	6	4	29
Paterson.....	31	67	65	27	21	10	8	9	3	46
Perth Amboy.....	2	7	2	4	1		1	6		23
Phillipsburg.....	1	8	13	5	12	3		9	2	26
Plainfield.....	5	14	10	8	12	4	2	9		30
Princeton.....		1	1	12	2	1	2	11	1	31
Rahway.....	2	3	4	5	4	3	2	12	3	17
Salem.....	1	7	4	8	3		1	9	9	35
Trenton.....	10	36	39	26	19	9	9	11	1	37
Woodbury.....	4	3	2	5	3		2	11	2	
Total.....	241	640	594	372	263	150	123	9	5	

An inspection of the above table shows the following important facts :

The average experience of the teachers in cities is nine years and five months. This, it will be noticed, is a little less than two years above the average experience in the counties (which includes the cities), given in the preceding table.

Were the experience of the teachers in the State at large, not including cities, taken separately, the average would fall to the neighborhood of five years and nine months.

Lambertville exhibits the highest average experience, to wit, thirteen years and seven months; next follows New Brunswick, ten years and eight months; next, Burlington and Bordentown, twelve years and five months each; next, Rahway, twelve years and three months. Fourteen cities show an average experience of upwards of ten years; seven, upwards of nine years. Egg Harbor City exhibits the lowest average, to wit, four years and one month; Camden the next lowest, five years and six months; Atlantic City follows with six years and one month; Perth Amboy, six years and two months; Passaic, six years and four months. Of the total number of teachers employed in cities, 241, or 10.1 per cent., show an experience in teaching of less than one year; 640, or 26.8 per cent., more than one and less than five years; 594, or 24.9 per cent., between five and ten years; 372, or 15.6 per cent., between ten and fifteen years; 263, or 11 per cent., between fifteen and twenty years; 150, or 6.2 per cent., between twenty and twenty-five years; 123, or 5.1 per cent., over twenty-five years.

TERMS OF SERVICE OF TEACHERS.

The following table furnishes interesting information concerning the length of time the teachers of the State have taught in the schools where now employed:

COUNTIES.	Number who have been in the same school one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic.....	46	49	16	3	4	.....	.....	2	4	19
Bergen.....	56	70	19	8	3	2	.....	3	9	24
Burlington.....	70	79	32	9	3	6	2	4	4	29
Camden.....	64	120	48	30	24	6	5	6	7	20
Cape May.....	20	18	7	12	.....	.....	.....	3	9	14
Cumberland.....	52	71	24	6	12	3	1	6	9	31
Essex.....	119	215	166	74	64	33	19	7	6	42
Gloucester.....	62	34	16	6	2	1	2	4	1	37
Hudson.....	130	214	172	100	59	46	16	8	.....	41
Hunterdon.....	55	79	8	4	2	2	1	3	5	27
Mercer.....	43	77	45	23	22	8	6	7	1	29
Middlesex.....	66	67	27	8	6	4	7	7	2	39
Monmouth.....	73	113	36	13	7	2	.....	4	1	22
Morris.....	87	67	16	8	1	1	.....	4	5	30
Ocean.....	23	29	18	6	4	1	.....	6	2	22
Passaic.....	84	94	75	32	23	7	5	5	1	31
Salem.....	55	42	10	4	1	.....	.....	4	1	17
Somerset.....	48	45	12	3	1	.....	.....	3	7	19
Sussex.....	69	40	8	4	1	.....	.....	6	6	16
Union.....	45	72	46	18	19	9	8	9	1	31
Warren.....	59	64	23	8	2	3	.....	5	.....	22
Total.....	1,326	1,659	824	369	260	134	72	5	2	.....

It will be seen from the above, that Essex county reports one teacher who has taught in the same school for a period of 42 years, and Hudson county one who has taught in the same school for 41 years. The average term for the entire State is five years and two months. This average is exceeded by eight counties, Union leading with an average term of nine years and one month. Hudson county shows an average term of eight years, and Essex county of seven years and six months. The number of teachers whose term of service in the same school exceeds twenty-five years has risen from 63 reported last year, to 72 for this. Again, the number whose term exceeds twenty years but is less than twenty-five has risen from 111 to 134. Two hundred and sixty teachers have been in their present positions between fifteen and twenty years; 369 between ten and fifteen years; 824 between five and ten years; 1,659 between one and five years.

Of the 4,644 teachers reported, 28.5 per cent. have had less than a year's experience in the school where last employed; 35.7 per cent. between one and five years; 17.7 per cent. between five and ten years; 7.9 per cent. between ten and fifteen years; 5.5 per cent. between fifteen and twenty years; 2.8 per cent. between twenty and twenty-five years.

In the following table similar data are shown for the cities of the State:

CITIES.	Number who have been in the same school one year or less.	Number between one and five years.	Number between five and ten years.	Number between ten and fifteen years.	Number between fifteen and twenty years.	Number between twenty and twenty-five years.	Number over twenty-five years.	AVERAGE TIME.		Longest time by any one teacher, in years.
								Years.	Months.	
Atlantic City.....	19	16	12	1	1	.....	.....	3	7	16
Bayonne.....	12	25	12	6	5	1	2	7	3	40
Bloomfield.....	3	9	6	1	.....	.....	.....	5	1	15
Bordentown.....	1	4	5	2	.....	.....	1	9	9	29
Bridgeton.....	4	14	5	1	7	3	1	9	7	31
Burlington.....	1	6	6	1	1	2	1	10	.....	26
Camden.....	29	72	35	30	19	5	4	6	8	36
Dover.....	9	5	12	1	.....	.....	.....	2	10	12
East Orange.....	21	10	7	2	1	.....	1	4	5	26
Egg Harbor City.....	5	1	.....	.....	.....	.....	.....	1	3	3
Elizabeth.....	6	23	16	14	11	6	7	9	6	41
Gloucester City.....	4	2	1	.....	2	1	1	10	.....	37
Hoboken.....	21	26	30	28	16	13	.....	9	4	25
Jersey City.....	61	122	104	62	39	29	14	9	.....	41
Lambertville.....	1	2	4	3	2	1	1	12	.....	27
Long Branch.....	6	11	12	3	5	.....	.....	6	.....	17
Millville.....	3	10	12	.....	.....	.....	.....	8	5	24
Montclair.....	6	12	4	.....	.....	.....	1	4	5	30
Morristown.....	4	9	3	5	1	.....	.....	6	6	17
Newark.....	42	124	128	62	56	30	17	10	1	42
New Brunswick.....	3	14	12	4	6	4	7	11	5	39
Orange.....	7	17	7	5	6	.....	2	7	7	32
Passaic.....	10	16	8	5	3	1	.....	5	8	24
Paterson.....	42	69	62	27	18	6	5	7	1	31
Perth Amboy.....	4	11	.....	2	.....	.....	.....	4	3	14
Phillipsburg.....	2	8	14	4	1	3	.....	6	7	22
Plainfield.....	9	18	11	2	2	2	1	5	5	26
Princeton.....	.....	2	1	2	2	1	1	13	6	29
Rahway.....	2	5	6	3	2	3	2	11	5	31
Salem.....	4	9	7	3	1	.....	.....	6	2	17
Trenton.....	19	41	36	20	20	7	5	9	7	33
Woodbury.....	8	3	4	2	.....	.....	2	7	8	37
Total.....	368	716	572	304	229	118	76	7	3	.....

Here it will be observed the average term of service is seven years and three months, an excess of two years over the average term of service in the counties (including the cities).

If the average term of service were figured for the counties exclusive of the cities it would drop considerably below five years and two months—the county average probably to about three years and two months. Princeton shows the largest average term, namely, thirteen and one-half years; Lambertville comes next with a twelve-years' term. Several other cities show an average term of ten years and upwards.

Of the cities of the first and second classes, Newark leads with an average term of service of ten years and one month. Egg Harbor City, of the smaller cities, shows the shortest average term, to wit, only one year and three months.

Other cities having remarkably low averages are Dover, two years and ten months; Atlantic City, three years and seven months; Perth

Amboy, four years and three months, and East Orange and Montclair, each four years and five months.

Of the 2,383 teachers reported as teaching in the cities of the State during the past year, 15.4 per cent. have held their present positions less than one year; 30 per cent. between one and five years; 24 per cent. between five and ten years; 12.7 per cent. between ten and fifteen years; 9.6 per cent. between fifteen and twenty years; 4.9 per cent. between twenty and twenty-five years, and 3.1 per cent. above twenty-five years.

The conditions which favor a long term of service are permanency of tenure and adequate salaries. The cities give a reasonably permanent tenure and the salaries paid are much higher than in the schools outside of cities. The short term of service in Montclair and East Orange is due to exceptional causes. Both these cities take extraordinary pains to secure the best teachers that can anywhere be found, and pay a fair salary. So great, however, is the demand for the class of teachers whom they employ that other places, able to offer higher salaries, secure them after a short time.

Too frequent change of teachers works to the injury of any system of schools. So, also, a too-permanent tenure with no means of getting rid of incompetent teachers is likewise an evil.

EVENING SCHOOLS.

During the past year evening schools were maintained in the following places: Camden, Elizabeth, Gloucester City, Hoboken, Jersey City, Millville, Newark, New Brunswick, Passaic, Paterson, Salem, Trenton and Woodbury—thirteen in all.

This is an increase of three cities compared with the preceding year, namely, Elizabeth, Jersey City and Woodbury.

There was an increase of 294 in the total number of evenings the schools were kept open, and an increase of 1,113 in the whole number of pupils enrolled.

The average attendance in these schools was 8,537, an increase of 4,451. The number of teachers employed was 310, and their average salary per week \$8.02. The total cost for maintenance was \$49,030.76, an increase of \$16,572.16 over the cost of the preceding year.

One of the conditions affecting unfavorably the success of this class of schools heretofore has been their uncertain and irregular maintenance. In cities where evening schools have been maintained continuously for a number of years, we find them well patronized and reasonably successful. On the other hand, where these schools have been only occasionally provided, attendance upon them has been large at the outset and has diminished rapidly after the first few weeks. The majority of pupils for whom these schools are intended have not

the incentive to continuous attendance that they would have, provided it could be known from year to year that schools would be kept open and opportunity given for consecutive study and promotion from grade to grade.

Another great obstacle that evening schools have to contend with is that of irregularity of attendance. Made up of pupils who work all day, the evening school finds them exhausted, so that it requires a pretty strong incentive to spend two hours or more in the school-room. Unfortunately, also, the great majority of children and youth who are early deprived of the privileges of the day school are still too young to realize the importance of getting an education. When the need of it first dawns upon them, they have usually reached the age when attending school with younger children carries with it a certain feeling of personal inferiority or shame. Hence the dislike of many to attend even when the need to do so is strongly felt. The ungraded character of evening classes, the short terms, the still shorter hours, the frequent interruptions, the irregular attendance, all are discouraging features that lead many thoughtful citizens to the conviction that such schools hardly pay for the expense of maintaining them.

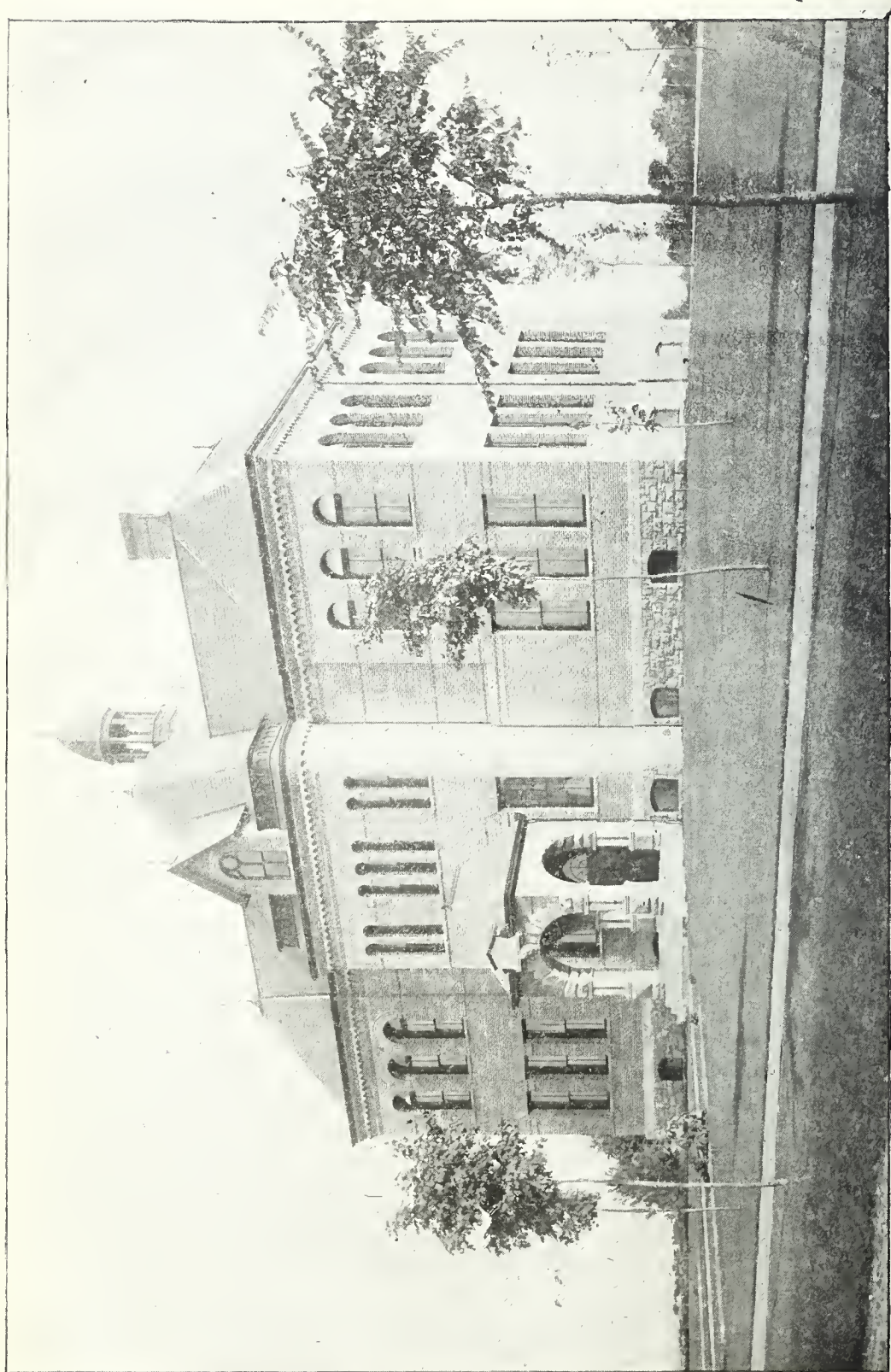
My own observation of the working of evening schools in one of the large cities of the State convinces me that they may be made successful only by fulfilling certain necessary conditions, viz.:

1. Evening schools should be maintained in cities continuously year after year; the pupils of one year should understand that they will be able to complete in the following year studies already begun.

2. Pupils in evening schools should be carefully graded, whenever it is practicable; or, if not practicable, there should be sub-classes enough to suit the needs of all. It is unwise to put pupils of widely different ages or proficiency in the same classes if it can be avoided. Where the number of pupils is large, and teachers enough are employed, grading of some sort should be resorted to. It will effect a great saving of the teacher's time and energy.

3. The course of study pursued should be adapted to the special needs of the particular class of pupils registered. The attempt to follow the course of study of the day schools, with its slow stages of development, cannot but prove a failure. Unless pupils "get ahead" they will soon become discouraged and withdraw. Besides, it is not necessary with mature minds to take such short steps as we require of those who are in the day classes of our elementary schools. To eliminate all instruction that is not practical or necessary to further progress is absolutely essential.

4. None but the best teachers should be employed. The evening school may be an excellent place for the novice to acquire the art of teaching, but it is at the expense of a class of pupils who can ill afford it. Time is money, and to none is it more valuable than to those whose education is to be gained through a few months' attend-



LINCOLN SCHOOL.

Westfield, - - - Union County.

This building was erected in 1890, at a cost, including the lot, of \$30,000. It is built of brick with brownstone trimmings. It is 40 feet wide by 90 feet long, and contains six class-rooms, each having its separate cloak-room. Each class-room is 30 feet wide by 20 feet long. The cloak-rooms are 18 feet square. The height of all ceilings is 16 feet. In the third story is an assembly-room 40 feet square.

The basement has a concrete floor and is used as a play-room in stormy weather.

The Smead-Wills system of heating, ventilating and dry closets is in use.

The interior finish is in Georgia pine and the furniture is of the latest pattern.

The seating capacity is 325.

ance on the evening schools; hence the need of the experienced teacher, one who is master of the art, who alone can be expected to economize the pupil's time.

5. The government of the evening classes must be exceptionally kind and considerate. The great majority of pupils are kept in school by their interest therein and not by the compulsion of parents, as in the day schools. To be at home, on the street, or, at any rate, out of school, is more attractive to most young people than to be confined for two hours in the school-room and required to study. Unless the government and instruction, therefore, are such as to win the glad interest of pupils they will rapidly drop out. The arbitrary and domineering spirit that many teachers are wont to exhibit in the day school will decimate an evening class in a very short time. So, also, a patronizing manner, too often observable in young and inexperienced teachers, will be resented by the boys and girls of fourteen years of age and upwards who attend the evening schools.

To succeed, the teacher of the evening school must be well qualified in both head and heart. She must love her work, and enter fully into the sympathies and tasks of her pupils.

6. Books and other supplies must be free. The expense incident to the purchase of a school outfit will deter many from entering the evening school.

7. The term should be, if possible, not less than five months, and should begin by the 1st of October, so as to secure six weeks of school attendance before the holidays. A vacation of two weeks is then desirable, in order to give those who wish it, a chance to take advantage of the opportunities offered for employment, just before and during the holiday season. Irregularity of attendance and the indifference resulting therefrom can be remedied only by patient and strenuous efforts.

Attendance cannot be compelled; interest cannot be commanded at the will of the teacher. By gentle discipline and enthusiastic teaching, to infuse into the minds of the pupils a desire to do better and to know more, and in no other way, evening schools may be made successful.

The following table of statistics concerning evening schools contains the most important facts relating thereto:

CITIES.	Number of evenings the schools have been kept open.	Number enrolled.	Average evening attendance.	Number of teachers.	Average salary per week to teachers.	Total expenditure for evening schools.
Atlantic City.....						
Bayonne.....						
Bloomfield.....						
Bordentown.....						
Bridgeton.....						
Burlington.....						
Camden.....	72	1,064	3,521	28	9.48	\$5,475 00
Dover.....						
East Orange.....						
Elizabeth.....	40	163	78	5	11.00	454 00
Gloucester City.....	60	165	80	4	8.75	420 00
Hoboken.....	74	491	203	9	7.50	1,200 00
Jersey City.....	55	3,500	1,126	63	6.53	6,769 55
Lambertville.....						
Long Branch.....						
Millville.....	65	290	178	12	4.06	677 95
Montclair.....						
Morristown.....						
Newark.....	100	3,885	1,706	80	12.00	21,374 76
New Brunswick.....	37	151	115	5	6.00	267 00
Orange.....						
Passaic.....	124	484	177	5	9.00	1,200 00
Paterson.....	132	3,032	944	70	4.75	5,000 00
Perth Amboy.....						
Phillipsburg.....						
Plainfield.....						
Princeton.....						
Rahway.....						
Salem.....	100	80	42	2	6.25	300 00
Trenton.....	118	675	325	25	8.58	5,580 50
Woodbury.....	80	85	42	2	10.00	312 00
Total.....	1,057	14,065	8,537	310	8.02	\$49,030 76

DISTRICT INDEBTEDNESS.

The amount of the funded debt of the school districts September 1st, 1891, was \$1,197,594. During the year, bonds to the amount of \$326,805 were issued, and bonds to the amount of \$94,831.17 were paid off.

The amount of indebtedness August 31st, 1892, was \$1,429,567.83, an increase over the preceding year of \$231,973.83. No bonds were issued during the year in Burlington, Cape May, Gloucester, Hunterdon, Middlesex, Ocean, Passaic, Salem, Somerset, Sussex and Warren counties.

In the following table will be found the school indebtedness of the several counties August 31st, 1892, together with the amounts incurred or paid off during the year. The bonds issued by cities for school buildings are not included in this table. These bonds are

the general city bonds, and it has been impossible to ascertain what portion of city debts are properly chargeable to school-building account. This Department has prepared blanks for reporting to the Attorney-General and to this office, as required by law, the proceedings authorizing the issue of school bonds; also printed directions as to the legal requirements to make the proceedings valid, for the guidance of the school officers and district meetings. These blanks and directions may be obtained either from the county superintendents or from this office.

I desire to call the attention of school officers to the law requiring them to file in this office all bonds as soon as the same are canceled. A large number of districts having debts have failed heretofore to comply with the law in this respect.

SCHOOL REPORT.

DISTRICTS.		Amount of indebtedness September 1st, 1891.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding Sep- tember 1st, 1892.
Atlantic County—									
District No. 1	1	\$46,666 67	.....	Bonds.	1887 to 1891.	1888 to 1900.	5 p. c.	\$5,333 34	\$41,333 33
" " 5	5	250 00	.....	Bonds.	1887.	1888 to 1891.	5 p. c.	250 00	.....
" " 6	6	2,300 00	.....	Bonds.	1888.	1888 to 1902.	5 p. c.	250 00	2,050 00
" " 10	10	450 00	.....	Bonds.	1888.	1889 to 1893.	6 p. c.	160 00	290 00
" " 12	12	.....	.....	Notes.	1891.	1892 to 1896.	5 p. c.	.....	.....
" " 30	30	250 00	\$2,080 00	Bonds.	1886.	1887 to 1892.	5 p. c.	250 00	2,080 00
" " 48	48	.....	18,000 00	Bonds.	1892.	1895 to 1930.	5 p. c.	.....	18,000 00
Bergen County—									
District No. 1	1	6,000 00	3,000 00	Bonds.	1891 and 1892.	1893 to 1900.	5 p. c.	.....	9,000 00
" " 2	2	5,500 00	.....	Mortgages.	1876 and 1887.	.....	{ \$1,000—6 p. c. 4,500—5 p. c.	.....	5,500 00
" " 6	6	1,200 00	.....	Bonds.	1890.	1893 and 1894.	5 p. c.	.....	1,200 00
" " 7	7	12,000 00	.....	Bonds.	1888.	1889 to 1902.	5 p. c.	1,000 00	11,000 00
" " 10	10	6,000 00	.....	Bonds.	1890.	1890 to 1911.	5 p. c.	.....	6,000 00
" " 11	11	10,440 00	.....	Bonds.	1889 and 1891.	1890 to 1910.	{ \$3,710—4 p. c. 6,200—5 p. c.	530 00	9,910 00
" " 13	13	2,100 00	.....	Bonds.	1889.	1890 to 1895.	5 p. c.	.....	2,100 00
" " 15	15	2,500 00	.....	Mortgage.	1885.	.....	5 p. c.	500 00	2,000 00
" " 19	19	2,350 00	.....	Bonds.	1890.	1892 to 1902.	5 p. c.	.....	2,350 00
" " 21½	21½	3,350 00	.....	Bonds.	1885.	1886 to 1898.	6 p. c.	500 00	2,850 00
" " 29	29	2,050 00	.....	Bonds.	1886.	1887 to 1895.	6 p. c.	500 00	1,550 00
" " 31	31	15,000 00	.....	Bonds.	1877.	1897.	6 p. c.	.....	15,000 00
" " 32	32	17,000 00	.....	Bonds.	1888.	1889 to 1897.	5 p. c.	2,500 00	14,500 00
" " 33	33	2,000 00	.....	Bonds.	1884.	1885 to 1895.	5½ p. c.	500 00	1,500 00
" " 33½	33½	.....	6,500 00	Bonds.	1891.	1895 to 1901.	5 p. c.	.....	6,500 00
" " 35½	35½	2,250 00	.....	Bonds.	1891.	1896 to 1901.	5 p. c.	.....	2,250 00
" " 37	37	2,000 00	.....	Mortgage.	1866.	.....	5 p. c.	.....	2,000 00
" " 38	38	1,375 00	.....	Mortgage.	1873.	.....	7 p. c.	1,375 00	.....
" " 39	39	10,000 00	.....	Bonds.	1888.	1897.	5 p. c.	.....	10,000 00
" " 40	40	8,800 00	12,375 00	Bonds.	1887 and 1892.	1890 to 1913.	5 p. c.	1,000 00	20,775 00
" " 42	42	1,000 00	.....	Bonds.	1882.	1883 to 1892.	5 p. c.	500 00	500 00
" " 51	51	3,950 00	.....	Bonds.	1890.	1893 to 1900.	5 p. c.	.....	3,950 00
" " 55	55	640 00	.....	Bonds.	1890.	1892 to 1895.	5 p. c.	.....	640 00
" " 56	56	.....	6,000 00	Bonds.	1892.	1896 to 1905.	5 p. c.	.....	6,000 00

DISTRICTS.

	Amount of indebtedness September 1st, 1891.	Amount incurred during the Year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the Year.	Amount outstanding Sep- tember 1st, 1892.
Bergen County - Con.—								
District No. 63.....	\$5,000 00	.....	Bonds.	1886.	1892 to 1897.	5 p. c.	.....	\$5,000 00
" " 64.....	1,280 00	.....	Bonds.	1889.	1891 to 1894.	5 p. c.	\$320 00	960 00
" " 68.....	.....	\$1,600 00	Bonds.	1892.	1894 to 1901.	5 p. c.	.....	1,600 00
" " 69.....	.....	5,000 00	Bonds.	1892.	1895 to 1904.	5 p. c.	.....	5,000 00
Burlington County—								
District No. 1.....	2,400 00	.....	Bonds.	1886.	1888 to 1897.	5 p. c.	800 00	1,600 00
" " 5.....	1,000 00	.....	Bonds.	1889.	1890 to 1894.	6 p. c.	.....	1,000 00
" " 9.....	1,250 00	.....	Bonds.	1886.	1887 to 1896.	5 p. c.	250 00	1,000 00
" " 15.....	5,700 00	.....	Mortgages.	1871 and 1881.	.....	5 p. c.	.....	5,700 00
" " 17.....	900 00	.....	Bonds.	1889.	1890 to 1899.	5 p. c.	100 00	800 00
" " 23.....	2,750 00	.....	Bonds.	1886 and 1890.	1887 to 1898.	5 p. c.	250 00	2,500 00
" " 29.....	6,600 00	.....	Notes.	1889 and 1891.	.....	5 p. c.	600 00	6,000 00
" " 73.....	5,000 00	.....	Mortgage.	1875.	.....	5 p. c.	.....	5,000 00
" " 100.....	367 67	.....	Notes.	1889.	1890 to 1892.	6 p. c.	367 67	.....
Canden County—								
District No. 3.....	6,100 00	.....	Bonds.	1885 to 1890.	1890 to 1900.	5 p. c.	400 00	5,700 00
" " 4.....	18,700 00	.....	Bonds.	1882 to 1890.	1885 to 1898.	5 p. c.	500 00	18,200 00
" " 5.....	9,000 00	.....	Bonds.	1881 to 1887.	1891 to 1897.	5 p. c.	.....	9,000 00
" " 12.....	13,500 00	.....	Bonds.	1883 and 1891.	1884 to 1905.	5 p. c.	1,000 00	12,500 00
" " 13.....	400 00	.....	Bonds.	1889.	1891 to 1893.	6 p. c.	200 00	200 00
" " 27.....	574 00	.....	Mortgage.	1888.	.....	5 p. c.	100 00	474 00
" " 30.....	.....	600 00	Mortgage.	1892.	1893 to 1898.	6 p. c.	.....	600 00
" " 43.....	19,200 00	.....	Bonds.	1887 and 1890.	1894 to 1911.	5 p. c.	1,000 00	18,200 00
" " 45.....	900 00	.....	Bonds.	1888.	1889 to 1897.	5 p. c.	150 00	750 00
" " 46.....	3,500 00	.....	Bonds.	1889.	1890 to 1897.	5 p. c.	500 00	3,000 00
Cape May County—								
District No. 1.....	1,000 00	.....	Bonds.	1889.	1891 to 1894.	6 p. c.	250 00	750 00
" " 21.....	800 00	.....	Bonds.	1890.	1891 to 1895.	5 p. c.	200 00	600 00
" " 23.....	600 00	.....	Bonds.	1888.	1889 to 1896.	5 p. c.	100 00	500 00
" " 26.....	1,737 50	.....	Bonds.	1886.	1887 to 1895.	5 p. c.	347 50	1,390 00
" " 28.....	1,600 00	.....	Bonds.	1880 and 1890.	.....	6 p. c.	100 00	1,500 00
" " 29.....	2,000 00	.....	Bonds.	1882.	1887 to 1892.	6 p. c.	1,000 00	1,000 00

SCHOOL REPORT.

DISTRICTS.									
	Amount of indebtedness September 1st, 1891.	Amount incurred during the Year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the Year.	Amount outstanding Sep- tember 1st, 1892.	
Cape May County—Con.—									
District No. 30.....	\$5,000 00	.....	Mortgage, Bonds, Bonds.	1884, 1886, 1886.	1894, 1892 to 1896, 1888 to 1892.	6 p. c. 5 p. c. 6 p. c.	\$1,000 00	\$4,000 00 5,000 00 1,000 00	
Cumberland County—									
District No. 9.....	.....	\$750 00	Bonds, Bonds.	1892, 1887.	1893 to 1895, 1888 to 1892.	5 p. c. 5 p. c.	..... 575 00	750 00	
" " 18.....	575 00	.....	Notes.	1882 to 1886.	.....	{ \$1,200—5 p. c. 1,000—4 p. c.	.....	2,200 00	
" " 41.....	2,700 00	.....	.....	.....	.....	{ \$12,000—7 p. c. 12,500—5 p. c.	.....	24,500 00	
" " 44.....	14,000 00	12,500 00	Bonds.	1877 and 1892.	1878 to 1905.	5 p. c.	2,000 00	.....
" " 52.....	350 00	.....	Bonds.	1886.	1887 to 1891.	5 p. c.	350 00	.....
" " 64.....	1,500 00	.....	Bonds.	1889.	1900 to 1904.	5 p. c.	.....	1,500 00	
Essex County—									
District No. 3.....	6,500 00	.....	Mortgage and Bonds.	1872 and 1887.	1889 to 1895.	5 p. c.	1,000 00	5,500 00	
" " 4.....	17,800 00	.....	Mortgage and Bonds.	1880 and 1890.	.....	5 p. c.	1,000 00	16,800 00	
" " 7.....	20,000 00	.....	Bonds.	1890.	1891 to 1896.	5 p. c.	3,000 00	17,000 00	
" " 8.....	28,500 00	117,000 00	Mortgages and Bonds.	1879 to 1892.	.....	5 p. c.	.....	145,500 00	
" " 10.....	11,500 00	.....	Bonds.	1889 to 1890.	1894 to 1904.	5 p. c.	.....	11,500 00	
" " 12.....	2,800 00	.....	Bonds.	1881.	1887 to 1896.	6 p. c.	400 00	2,400 00	
" " 20.....	1,300 00	.....	Bonds.	1888.	1889 to 1905.	5 p. c.	200 00	1,100 00	
" " 23.....	650 00	.....	Mortgage, Bonds.	1890.	1891 to 1894.	5 p. c.	150 00	500 00	
" " 24.....	1,000 00	.....	Bonds.	1892.	1893 to 1897.	5 p. c.	.....	1,000 00	
" " 28.....	6,500 00	.....	Bonds.	1889.	1891 to 1904.	5 p. c.	500 00	6,000 00	
" " 39.....	6,500 00	.....	Bonds.	1889.	1891 to 1893.	4 p. c.	6,500 00	.....
" " 42.....	1,300 00	.....	Bonds.	1889.	1890 to 1895.	5 p. c.	300 00	1,000 00	
" " 45.....	56,954 00	.....	Mortgage and Bonds.	1870 to 1885.	.....	{ 7 p. c., 6 p. c., 5 p. c.	.....	56,954 00	

DISTRICTS.								
	Amount of indebtedness September 1st, 1891.	Amount incurred during the Year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the Year.	Amount outstanding Sep- tember 1st, 1892.
Gloucester County—								
District No. 1.....	\$21,000 00	.....	Bonds.	1889.	1891 to 1906.	4½ p. c.	\$1,000 00	\$20,000 00
" " 19.....	250 00	.....	Bonds.	1889.	1890 to 1892.	5 p. c.	250 00	.....
" " 28.....	1,000 00	.....	Bonds.	1888.	1889 to 1896.	5 p. c.	200 00	800 00
" " 38.....	1,600 00	.....	Bonds.	1890.	1891 to 1898.	6 p. c.	400 00	1,200 00
" " 39.....	600 00	.....	Mortgage.	1889.	1891 to 1893.	No interest.	225 00	375 00
" " 40.....	600 00	.....	Bonds.	1890.	1891 to 1900.	5 p. c.	60 00	540 00
" " 54.....	2,500 00	.....	Mortgage.	.....	.....	5 p. c.	500 00	2,000 00
" " 57.....	400 00	.....	Bonds.	1887.	1888 to 1893.	5 p. c.	.....	400 00
" " 61.....	5,000 00	.....	Bonds.	1891.	1892 to 1902.	6 p. c.	500 00	4,500 00
Hudson County—								
District No. 3.....	8,000 00	.....	Bonds.	1891.	1892 to 1897.	6 p. c.	1,000 00	7,000 00
" " 6.....	29,000 00	\$13,000 00	Bonds.	1883 to 1891.	1884 to 1916.	5 p. c.	3,000 00	69,000 00
" " 7.....	25,000 00	.....	Bonds.	1889.	1901.	4 p. c.	.....	25,000 00
" " 8.....	1,700 00	.....	Mortgage.	1890.	1895.	6 p. c.	.....	1,700 00
" " 10.....	16,500 00	3,000 00	Bonds.	1891 and 1892.	.....	5 p. c.	1,825 00	17,675 00
" " 16.....	18,200 00	.....	{ Mortgage and Bonds.	1871.	1891.	{ Mortgage 6 p. c. Bonds 7 p. c.	.....	18,200 00
" " 17.....	24,900 00	40,000 00	Bonds.	1879 to 1891.	1880 to 1901.	{ Bonds 7 p. c. \$16,400—6 p. c. -46,000—5 p. c.	2,500 00	62,400 00
Hunterdon County—								
District No. 54.....	1,885 00	.....	Bonds.	1888 and 1890.	1890 to 1894.	5 p. c.	500 00	1,385 00
" " 107.....	650 00	.....	Bonds.	1890.	1892 to 1891.	6 p. c.	216 66	433 34
Mercer County—								
District No. 1.....	800 00	.....	Bonds.	1890.	1891 to 1894.	5 p. c.	200 00	600 00
" " 6.....	4,250 00	.....	Bonds.	1888.	1891 to 1899.	5 p. c.	450 00	3,800 00
" " 13.....	.....	3,000 00	Bonds.	1892.	1907.	5 p. c.	.....	3,000 00
" " 20.....	.....	4,250 00	Bonds.	1891.	1901.	5 p. c.	.....	4,250 00
" " 34.....	18,450 00	.....	Bonds.	1890.	1894 to 1914.	5 p. c.	.....	18,450 00
" " 37.....	250 00	.....	Mortgage.	1868.	.....	6 p. c.	100 00	150 00
" " 39.....	4,474 66	.....	Bonds.	1870.	.....	6 p. c.	.....	4,474 66

SCHOOL REPORT.

DISTRICTS.		Amount of indebtedness September 1st, 1891.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding Sep- tember 1st, 1892.
Middlesex County—									
District No. 2.	.....	\$5,700 00	.....	Bonds.	1890.	1891 to 1911.	4½ p. c.	.....	\$5,700 00
" " 3.	.....	1,800 00	.....	Bonds.	1888.	1889 to 1911.	5 p. c.	\$100 00	1,700 00
" " 24.	.....	10,000 00	.....	Bonds.	1876.	1877 to 1901.	7 p. c.	1,000 00	9,000 00
" " 31.	.....	5,000 00	.....	Bonds.	1881 and 1890.	1885 to 1901.	{ \$2,000—6 p. c. 2,500—5 p. c. }	500 00	4,500 00
" " 39.	.....	375 00	.....	Bonds.	1886.	1887 to 1896.	6 p. c.	75 00	300 00
" " 73.	.....	7,000 00	.....	{ Mortgage and Bonds.	1875.	1876 to 1892.	6 p. c.	2,000 00	5,000 00
" " 75.	.....	2,500 00	.....	Bonds.	1886 and 1890.	1887 to 1895.	5 p. c.	300 00	2,200 00
" " 77.	.....	1,200 00	.....	Bonds.	1888.	1889 to 1898.	5 p. c.	200 00	1,000 00
" " 78.	.....	3,650 00	.....	Mortgage.	1889.	1891 to 1899.	5 p. c.	.....	3,650 00
Monmouth County—									
District No. 7.	.....	4,000 00	.....	Bonds.	1889.	1891 to 1894.	5 p. c.	.....	4,000 00
" " 22.	.....	500 00	.....	Note.	1873.	.....	6 p. c.	.....	500 00
" " 59.	.....	.....	\$4,750 00	Bonds.	1892.	1893 to 1901.	5 p. c.	.....	4,750 00
" " 68.	.....	.....	2,000 00	Bonds.	1892.	1895 to 1901.	5 p. c.	.....	2,000 00
" " 71.	.....	1,600 00	.....	Bonds.	1889.	.....	5 p. c.	.....	1,600 00
" " 83.	.....	81,400 00	10,000 00	Bonds.	1875 to 1892.	1876 to 1921.	5 p. c.	2,000 00	89,400 00
" " 90½.	.....	19,010 00	.....	Bonds.	1886 and 1891.	1887 to 1905.	{ \$5,010—6 p. c. 10,000—5 p. c. }	4,000 00	15,010 00
" " 92.	.....	6,800 00	.....	Bonds.	1891.	1892 to 1901.	5 p. c.	700 00	6,100 00
" " 94.	.....	1,000 00	.....	Bonds.	1882.	1883 to 1893.	5 p. c.	500 00	500 00
" " 94½.	.....	5,000 00	.....	Bonds.	1884 and 1886.	1887 to 1896.	6 p. c.	1,000 00	4,000 00
" " 95.	.....	1,500 00	.....	Bonds.	1891.	1892 to 1897.	5 p. c.	375 00	1,125 00
" " 102.	.....	1,000 00	.....	Bonds.	1890.	1891 to 1896.	5 p. c.	200 00	800 00
" " 104.	.....	2,000 00	.....	Bonds.	1889.	.....	5 p. c.	.....	2,000 00
" " 110.	.....	700 00	.....	Bonds.	1890.	1891 to 1898.	5 p. c.	100 00	600 00
Morris County—									
District No. 1.	.....	17,000 00	.....	Bonds.	1882 and 1891.	1883 to 1906.	5 p. c.	2,000 00	15,000 00
" " 13.	.....	1,000 00	.....	Mortgage.	1883.	1891 and 1892.	5 p. c.	1,000 00	.....
" " 33½.	.....	5,500 00	.....	Bonds.	1891.	1892 to 1896.	6 p. c.	500 00	5,000 00
" " 37.	500 00	12,000 00	{ Note and Bonds.	1891 and 1892.	1892 to 1902.	5 p. c.	500 00	12,000 00

REPORT OF SUPERINTENDENT.

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DISTRICTS.	Amount of indebtedness September 1st, 1891.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding Sep- tember 1st, 1892.
Morris County— District No. 67.....	\$6,000 00	.....	Bonds.	1886.	1887 to 1894.	4 p. c.	\$2,000 00	\$4,000 00
" " 108.....	900 00	.....	Bonds.	1887.	1890 to 1894.	5 p. c.	500 00	400 00
" " 111.....	2,000 00	.....	Bonds.	1888.	1889 to 1893.	5 p. c.	.....	2,000 00
Ocean County— District No. 23.....	2,400 00	.....	Bonds.	1887.	1888 to 1897.	5 p. c.	400 00	2,000 00
" " 33.....	250 00	.....	Bonds.	1890.	1891 and 1892.	5 p. c.	250 00	500 00
" " 43.....	1,000 00	.....	Bonds.	1887.	1888 to 1892.	6 p. c.	500 00	500 00
" " 49.....	10,000 00	.....	Bonds.	1887.	1887 to 1906.	5 p. c.	.....	10,000 00
" " 52.....	800 00	.....	Bonds.	1889.	1891 to 1899.	5 p. c.	.....	800 00
" " 55.....	3,900 00	.....	Bonds.	1881.	.....	6 p. c.	.....	3,900 00
" " 56.....	450 00	.....	Bonds.	1875.	1886 to 1892.	7 p. c.	300 00	150 00
" " 57.....	1,100 00	.....	Bonds.	1884.	1886 to 1903.	6 p. c.	.....	1,100 00
Passaic County— District No. 3.....	3,000 00	.....	Bonds.	1888.	1891 to 1895.	5 p. c.	500 00	2,500 00
" " 4.....	3,000 00	.....	Bonds.	1889.	1892 to 1906.	5 p. c.	.....	3,000 00
" " 5.....	22,000 00	.....	Bonds.	1882 to 1886.	1883 to 1899.	5 p. c.	.....	28,500 00
" " 7.....	3,500 00	.....	Bonds.	1884.	1895 to 1898.	5 p. c.	3,500 00	3,500 00
" " 9.....	1,600 00	.....	Bonds.	1888.	1889 to 1899.	5 p. c.	.....	1,600 00
" " 10.....	4,000 00	.....	Bonds.	1886.	1900 to 1907.	5 p. c.	.....	4,000 00
" " 11.....	600 00	.....	Bonds.	1885.	1894 to 1897.	6 p. c.	.....	600 00
" " 13.....	3,150 00	.....	Bonds.	1891.	1892 to 1896.	6 p. c.	300 00	2,850 00
" " 38.....	2,750 00	.....	Bonds.	1890.	1891 to 1903.	5 p. c.	.....	2,750 00
" " 39.....	3,500 00	.....	Bonds.	1890.	1891 to 1900.	5 p. c.	300 00	3,200 00
" " 40.....	5,000 00	.....	Bonds.	1890.	1900.	5 p. c.	.....	5,000 00
Salem County— District No. 1.....	15,000 00	.....	Bonds.	1890.	1892 to 1901.	5 p. c.	.....	15,000 00
" " 14.....	350 00	.....	Bonds.	1886.	.....	5 p. c.	96 00	254 00
" " 45.....	450 00	.....	Bonds.	1889.	1892.	6 p. c.	.....	450 00
" " 64.....	500 00	.....	Bonds.	1886.	1887 to 1892.	5 p. c.	500 00	500 00
" " 71.....	1,300 00	.....	Bonds.	1890.	1891 to 1900.	5 p. c.	.....	1,200 00

SCHOOL REPORT.

DISTRICTS.									
	Amount of indebtedness September 1st, 1891.	Amount incurred during the year.	Nature of security.	Date of issue.	When payable.	Rate of interest.	Amount paid during the year.	Amount outstanding Sep- tember 1st, 1892.	
Somerset County—									
District No. 28.....	\$2,000 00	.....	Bonds.	1887.	1888 to 1895.	5 p. c.	\$500 00	\$1,500 00	
" " 31.....	2,609 50	.....	Bonds.	1882 and 1883.	1886 to 1894.	5 p. c.	1,000 00	1,609 50	
" " 38.....	19,500 00	.....	Bonds.	1882.	1883 to 1902.	5 p. c.	1,000 00	18,500 00	
" " 74.....	400 00	.....	Notes.	1890.	1891 to 1891.	6 p. c.	200 00	200 00	
Sussex County—									
District No. 37.....	7,000 00	.....	Bonds.	1889 and 1890.	1892 to 1899.	5 p. c.	.....	7,000 00	
" " 43.....	1,500 00	.....	Bonds.	1890.	1891 to 1893.	5 p. c.	500 00	1,000 00	
" " 64.....	400 00	.....	Notes.	1890.	1892 to 1895.	6 p. c.	.....	400 00	
Union County—									
District No. 1.....	2,500 00	.....	Bonds.	1871.	1872 to 1896.	7 p. c.	500 00	2,000 00	
" " 5.....	40,000 00	.....	Bonds.	1888 and 1889.	1898 and 1899.	{ \$20,000—6 p. c. 20,000—5 p. c. }	.....	40,000 00	
" " 10.....	27,000 00	\$2,800 00	{ Bonds. Mortgages } and Bonds.	1888 to 1891.	1889 to 1920.	5 p. c.	500 00	29,300 00	
" " 12.....	66,000 00	15,000 00	{ Bonds. Mortgages. }	1875 to 1891.	1890 to 1907.	5 p. c.	4,000 00	77,000 00	
" " 14.....	16,000 00	.....	Bonds.	1889.	.....	4½ p. c.	1,000 00	15,000 00	
" " 17.....	550 00	.....	Mortgage.	1883.	.....	{ \$1,200—7 p. c. 400—6 p. c. 2,400—5 p. c. }	.....	550 00	
" " 25.....	4,000 00	.....	Mortgages.	1876 to 1890.	.....	.....	.....	4,000 00	
Warren County—									
District No. 10½.....	2,600 00	.....	Bonds.	1874.	.....	7 p. c.	.....	2,600 00	
" " 12.....	21,000 00	.....	Bonds.	1869 and 1871.	.....	5 p. c.	.....	21,000 00	
" " 31.....	8,000 00	.....	Bonds.	1886 and 1887.	1887 to 1900.	5 p. c.	1,000 00	7,000 00	
" " 41.....	15,000 00	.....	Bonds.	1891.	1892 to 1897.	5 p. c.	1,000 00	14,000 00	
" " 48.....	10,300 00	.....	Bonds.	.....	.....	7 p. c.	3,000 00	7,300 00	
" " 56.....	200 00	.....	Bonds.	1887.	1888 to 1892.	6 p. c.	200 00	.....

SUMMARY.

COUNTIES.	Amount of Indebtedness September 1st, 1891.	Amount incurred during the year.	Amount paid during the year.	Amount outstanding Sep- tember 1st, 1892.
Atlantic.....	\$49,946 67	\$20,080 00	\$6,243 34	\$63,783 33
Bergen	123,785 00	35,075 00	9,225 00	149,635 00
Burlington	25,967 67	.....	2,367 67	23,600 00
Camden	71,874 00	600 00	3,850 00	65,624 00
Cape May.....	18,737 50	.....	2,997 50	15,740 00
Cumberland.....	19,125 00	13,250 00	3,425 00	28,950 00
Essex.....	160,304 00	118,000 00	13,050 00	265,254 00
Gloucester.....	32,950 00	.....	3,135 00	29,815 00
Hudson	123,300 00	86,000 00	8,325 00	200,975 00
Hunterdon	2,535 00	.....	716 66	1,818 34
Mercer.....	28,234 66	7,250 00	750 00	34,724 66
Middlesex.....	37,225 00	.....	4,175 00	33,050 00
Monmouth.....	124,510 00	16,750 00	8,875 00	132,385 00
Morris	32,900 00	12,000 00	6,500 00	38,400 00
Ocean.....	19,900 00	.....	1,450 00	18,450 00
Passaic	62,100 00	.....	4,600 00	57,500 00
Salem	17,650 00	.....	746 00	16,904 00
Somerset.....	24,509 50	.....	2,700 00	21,809 50
Sussex.....	8,900 00	.....	500 00	8,400 00
Union.....	156,050 00	17,800 00	6,000 00	167,850 00
Warren	57,100 00	.....	5,200 00	51,900 00
Total	\$1,197,594 00	\$326,805 00	\$94,831 17	\$1,429,567 83

APPORTIONMENT OF RESERVE FUND.

In accordance with the law, the State Board of Education, at a meeting held April 5th, apportioned the reserve fund, being ten per cent. of the total amount of the State school tax, among the counties as follows:

SCHOOL REPORT.

APPORTIONMENT OF RESERVE FUND FOR THE YEAR 1892-93.

COUNTIES.	Amount of tax.	Amount received from \$100,000.	Amount of surplus revenue.	Amount paid to reserve fund.	Amount received from reserve fund.	Total amount received.	Amount out.	Amount in.	Percentage out.	Percentage in.	Number of \$75 districts.	Number of \$275 districts.	Maximum census in \$75 districts.	Per capita apportionment to remaining districts.
Atlantic.....	\$48,705 17	\$1,612 22	\$534 18	\$1,870 52	\$3,870 52	\$49,851 57	\$1,000 00	.....	.02	.....	7	14	51	\$7 00
Bergen.....	58,784 56	2,886 79	1,765 08	5,878 46	5,878 46	63,466 43	.....	.....	.....	.....	17	1	73	4 99
Burlington.....	74,922 85	3,410 33	4,363 92	7,492 28	7,492 28	82,697 10	.....	.....	.....	.....	48	16	71	5 25
Camden.....	90,291 39	6,102 15	1,529 71	9,029 14	9,029 14	97,923 10	.....	.....	.....	.....	22	6	100	3 57
Cape May.....	13,785 05	655 30	740 96	1,378 50	1,387 50	15,181 31	.....	.....	.....	.....	13	9	80	4 67
Cumberland.....	51,755 30	2,816 15	1,766 13	5,175 53	5,175 53	56,337 58	.....	.....	.....	.....	32	7	87	4 23
Essex.....	47,667 48	17,808 69	.....	47,466 75	47,466 75	492,476 17	.....	.....	.....	.....	2	2	47	6 42
Gloucester.....	45,024 30	1,794 40	1,811 50	4,502 43	4,502 43	48,630 20	.....	.....	.....	.....	17	14	61	6 03
Hudson.....	403,572 37	25,354 79	.....	40,957 24	40,957 24	435,527 16	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon.....	62,897 93	2,064 88	3,297 43	6,289 79	2,479 79	64,450 24	3,810 00	.....	.06	.....	27	19	51	7 07
Mercer.....	123,379 35	4,574 52	723 11	12,337 93	12,337 93	128,676 98	.....	.....	.....	.....	15	4	56	6 49
Middlesex.....	77,613 93	3,555 10	.....	7,761 39	7,761 39	81,169 03	.....	.....	.....	.....	42	8	74	4 95
Morristown.....	124,531 20	4,407 45	2,339 35	12,453 12	12,205 12	131,030 00	248 00	.....	.002	.....	53	9	55	6 86
Morris.....	73,848 48	3,288 56	3,597 04	7,384 85	7,384 85	80,734 08	.....	.....	.....	.....	51	18	71	5 26
Ocean.....	17,050 16	1,163 74	904 10	1,705 02	8,605 02	26,018 00	.....	.....	.....	.....	28	14	86	4 20
Passaic.....	123,080 69	6,704 23	1,168 38	12,308 07	12,308 07	130,953 30	.....	.....	.....	.....	12	3	83	4 48
Salem.....	46,350 62	1,595 72	2,068 00	4,635 06	3,705 06	40,084 34	930 00	.....	.02	.....	11	14	53	7 00
Somerset.....	51,083 39	1,679 61	2,869 09	5,108 34	1,693 34	52,217 09	3,415 00	.....	.006	.....	17	14	52	7 10
Sussex.....	31,144 35	1,348 24	2,321 34	3,114 44	5,617 44	37,346 93	.....	2,503 00	.08	.....	37	52	85	4 24
Union.....	85,079 54	4,223 17	.....	9,507 95	9,507 95	90,302 71	.....	.....	.....	.....	6	.....	68	5 44
Warren.....	58,131 89	2,353 96	.....	5,813 19	5,813 19	60,485 85	.....	.....	.....	.....	40	19	67	5 44
Total.....	\$2,151,700 00	\$100,000 00	\$31,829 32	\$215,170 00	\$215,170 00	\$2,283,529 32	\$9,403 00	\$9,403 00	.....	.....	497	243	.....	.....

The counties are divided into three classes, viz., receiving, medium and paying. In the first-named class are included the counties which receive a larger amount from the reserve fund than they contribute; in the second are included those counties which receive the exact amount of their contribution to the fund, and in the third those that receive less than they contribute.

The counties are grouped, according to the above classification, as follows :

Receiving Counties.

	Amount per Child.
Ocean.....	\$4 20
Sussex.....	4 24

Medium Counties.

Camden.....	\$3 57
Hudson.....	3 89
Cumberland.....	4 23
Passaic.....	4 48
Cape May.....	4 67
Middlesex.....	4 95
Bergen.....	4 99
Burlington.....	5 25
Morris.....	5 26
Union.....	5 44
Warren.....	5 44
Gloucester.....	6 03
Essex.....	6 42
Mercer.....	6 49

Paying Counties.

Monmouth.....	\$6 86
Atlantic.....	7 00
Salem.....	7 00
Hunterdon.....	7 07
Somerset.....	7 10

COUNTY SUPERVISION.

The school law of New Jersey contains the following provision :
 "The State Board of Education shall appoint for each county a person of suitable attainments to be the county superintendent of the public schools of that county, who shall hold office for the term of three years and until his successor shall have been appointed as aforesaid, unless removed for cause by the State Board."

The powers and duties of this officer are many and important. He can do more than any other person or number of persons to improve the schools of his county ; he may, if incompetent or lazy, do more to injure the schools of a county than all other agencies combined.

Upon the county superintendent depends very largely the licensing of teachers ; he can exert much influence in their selection by district boards ; he can remove district clerks for unfaithfulness and incompetency ; he is entrusted with the financial concerns of his schools to the extent that he apportions all State school moneys and audits their expenditure ; he has the power to call semi-annual meetings of the school trustees of his county ; to appoint trustees and district clerks in certain cases ; to fix the boundaries of school districts and to create new districts ; to condemn school-houses ; to prescribe, in connection with the district trustees, a uniform course of study for each county ; to decide all matters of appeal by teachers. Moreover, he is required to visit and inspect the schools of his county as often as is practicable and to note "the condition of the school buildings and outhouses, the appearance and correctness of the records kept in the school registers, the efficiency of the teachers, the character, record and standing of the pupils, the methods of instruction, the branches taught, the text-books used, and the discipline, government and general condition of each school ; and from the notes thus taken he shall ascertain and report the relative grade of merit of each school."

He is also required to "labor in every practicable way to elevate the standard of teaching and to improve the condition of the schools in his county ; to give such directions in the science, art and methods of teaching as he may deem expedient, and to be the official adviser and constant assistant of the school officers of his county."

By a careful perusal of the foregoing it will be readily understood why the county superintendent is so important a factor in the educational system of the State. Such great and important powers need correspondingly great and broad-minded men to execute them. The notion that the county superintendent's duties are merely clerical and perfunctory is all wrong. Such is not the case. Nowhere in the entire field of school administration is there more needed thoroughly equipped officers both as regards literary and professional qualifications and the practical knowledge of how to conduct a school successfully.

He is the leader and adviser of a corps of untrained teachers. If he is more ignorant of practical teaching than his untrained teachers, woe betide the schools of his county ; there is little help for them.

The power of appointment of county superintendents is vested by law in the State Board of Education.

In some States the county superintendent is elected by popular vote ; hence arises the danger of party advantage taking precedence of school interests in the election of this officer. There is no good reason under our law why the office of county superintendent should not in

every case be filled by a thoroughly competent person. True, the salary is inadequate for the important services required, and should be increased; but it rarely happens that there are no candidates who possess the requisite fitness to conduct the office with reasonable efficiency and success.

The State Board of Education should make it an invariable rule to discard all other considerations, social or political, and inquire solely into the moral and professional fitness of candidates before appointment. Such a policy, if faithfully adhered to through a term of years, would inure to the inestimable advantage of the schools of the State.

It is useless to expect the highest efficiency in the conduct of our district and village schools when the head and front of every movement for their improvement is an officer who does little more than attend to his routine and perfunctory duties, and possesses little of the intelligence or skill that should characterize so important a school functionary.

Attention is called to the reports of county superintendents to be found in the Appendix.

It should perhaps be noted that superintendents were not expected to report on any particular subjects. The law requires that a report should be made annually to the State Department. It may be thought desirable another year to limit these reports, or such part of them as is intended for publication, to the consideration of a few important topics of special interest.

CITY AND TOWN SUPERVISION.

The number of cities and towns of the State employing a school officer known as city or town superintendent, is twenty-two. His general powers and duties, so far as relates to supervision and control, are in most respects the same as those of the county superintendent, except so far as they have been enlarged or curtailed by the action of local school boards. He is required by law to make certain reports to the county superintendent, but in other respects is wholly independent of that officer and under the exclusive control of the board of education of his town or city.

The importance of this officer has already been noticed in my discussion of county supervision. What the county superintendent should be to the county, the city superintendent should be to the city—a professional leader. Fortunately, most city boards of education have aimed to secure for their highest supervising officer one competent for that important and responsible position. But in not a few cities in this State the superintendent is such only in name, for he is nothing more than a clerk of the board. In some instances a “supervising” principal, so called, is employed, who performs all

the usual functions of a city superintendent. For the sake of a correct nomenclature, if for no other reason, the superintendents who are charged with clerical duties only, should be called clerks, while that officer who is actually performing the work of superintendence should be styled superintendent.

It should be said, moreover, that several cities employ, at a small salary, a non-professional superintendent, who, for that reason, is not expected to give his whole time to the work. In case there is employed, in such city, a supervising principal also, who is charged with the necessary duties of superintendence, this is not a matter to be deplored.

If, however, there be no actual supervision of the schools of a city, or if that supervision be incompetent, the money paid for such purpose is a gross waste. The general consensus of public opinion throughout the country favors a generous expenditure for adequate professional supervision.

Massachusetts has made rapid strides in this direction by the enactment of a law to encourage the union of adjacent townships for the purpose of employing a common superintendent, where neither town is able alone to meet the expense. The result of this policy has been apparent in the rapid improvement of the village and rural schools of that State.

For the same reason that a business corporation would consider it economical to put its affairs into the hands of a competent manager, so, likewise, a city or township would find it an economy to employ an expert and thoroughly-qualified superintendent to direct the running of its schools and the expenditure of its moneys.

Instances could be cited in our own State where contiguous districts, one administered by a competent superintendent and the other by an incompetent superintendent, are deriving results in direct proportion to the efficiency of these officers, or, to put it differently, where an expenditure of \$1,000 for schools realizes \$1,000, as against an expenditure of \$1,000 which realizes little or nothing. A good superintendent will save his salary many times over, even where the gross cost of running the schools of a city is very slight.

This saving will be effected by the additional "purchasing power" he will add to every dollar of school money expended. Assume, for example, that a thousand dollars expended for the maintenance of schools which are wholly without supervision will yield a return of two per cent. income in the character and scholarship of the children taught; now, under the judicious management of a fully competent superintendent a thousand dollars may fairly be expected to give an earning power of several times two per cent. in the same kind of income, to wit, character and scholarship. The difference between a good teacher and a poor teacher is known to be very great; so the difference between the capable superintendent, the teacher of teachers, and the incapable one, is immeasurable.

In no other way can the schools of New Jersey be so greatly benefited as by the enactment of some law that will promote the employment of qualified professional superintendents in all of our large towns and cities.

The more general employment of city and town superintendents is in no wise inimical to the interests of county superintendents. All authorities agree that a single superintendent, even in a city, where his work is so compact and clearly defined, cannot supervise properly more than fifty, or at the most seventy-five, teachers. There will be room enough, therefore, for the county superintendents when every good-sized village in the State employs a superintendent of its own.

In the appendix will be found the reports of the city superintendents of the State, to which your attention is especially called.

Some of these reports are more valuable than others, since they aim to discuss questions of practical interest. All will be found deserving of careful perusal.

STATE BOARD OF EXAMINERS.

In accordance with the rules and regulations of the State Board of Education two examinations for State licenses were held during the year, the first December 3d, 4th and 5th, 1891, and the second June 2d, 3d and 4th, 1892.

As a result of these examinations the following State licenses to teach were issued :

FIRST GRADE CERTIFICATES—DECEMBER.

Hopkins, James J.
Jaquett, E. E.
Millington, Claudine.
Powell, Richard L.

Shaffer, Ada L.
Willis, Jennie V.
Wooster, Benjamin C.

JUNE.

Billings, Nathan C.
Bissell, William E.
Denny, Abraham P.
Eveleth, Frederick W.

Husted, Milton F.
Redheffer, William.
Rundle, V. M.
Thompson, Langdon S.

SECOND GRADE CERTIFICATES—DECEMBER.

Kinsinger, Annie L.

THIRD GRADE CERTIFICATES—JUNE.

Sheppard, Warren W.

During the year there were issued on examination the following special kindergarten certificate :

JUNE.

Demarest, Marian.

In accordance with the provisions of rule 25, authorizing the granting of life certificates to holders of second grade State certificates who have taught successfully during the five years next preceding the application for life certificates, first grade State certificates were granted as follows :

Christie, Marion McA.
Doyle, Robert S.
Knisell, Carrie S.

Kiernan, Eugene H.
Stowell, W. A.

Provisional certificates were issued to the following-named persons, good until the date of the next succeeding examination :

Cornish, Malachi D.
Eveleth, Frederick W.
Redheffer, William.

Howland, William S.
Snodgrass, M. Alice.
Tufft, Robert A.

Besides the foregoing the State Board of Examiners granted the following renewals of State Normal School certificates in accordance with rule 25 :

SECOND GRADE.

Barstow, Georgiana.
Force, Louis C.
Gallagher, Helen.

Hancock, Clara F.
Struble, Louise B.
Taylor, Mary L.

THIRD GRADE.

Blockman, Lovie.
Boyle, Harriet P.
Downs, Kathleen W.
Evaul, Elizabeth S.
Miller, Julia.

Moore, Alice L.
Perry, Rachel C.
Scott, Ellen M.
Seabrook, Albert M.

Under rule 8 the State Board of Examiners is authorized to "indorse the diploma of any normal or training college, or the permanent certificate issued by a State Superintendent or board of examiners of another State, when the course of study of such normal school or training college or the requirements for such certificates are, in the judgment of the State Board of Examiners, equivalent to those required for similar diplomas or certificates in this State; and when so indorsed such diploma or certificate shall have full force and effect as if issued in this State."

In accordance with this rule the following diplomas and certificates have been indorsed during the year 1891-92 :

FIRST GRADE.

Humpston, Millicent E.
Norrish, J. W.
Piper, Henry E.

Preston, De Forest A.
Wilcox, Homer A.

SECOND GRADE.

Barrows, David M.
Clark, Agnes L.
Dove, Nettie C.
Emens, Edith F.
Fulton, Annie Y.
Gray, Artemas B.
Hitchcock, Charlotte.
Holdridge, May M.
Herron, Anna C.
Hilton, Flora E.
Hoagland, Belle.
Lyman, Ada E.

Oliver, Virginia G.
Place, Frederick R.
Ryder, Helen T.
Salisbury, Rhyland E.
Shirlock, Frances M.
Shuler, Annie S.
Trowbridge, Anna D.
Talbot, Lafayette.
Vanness, Katie.
Wells, Adriana.
Waite, Charlotte.
Wiggins, Carrie W.

THIRD GRADE.

Alvord, Ida J.
Baucus, Cora M.
Bonham, Anna D.
Corwin, Martha J.
Dutcher, Edward H.
Kernan, Edward W.
Kilbourn, Louisa C.
Kintner, George.
Krebs, Henry C.
Majory, Martha C. B.

Mainwaring, May.
McIntosh, Anna B.
Nichols, Anna.
Roos, Ida.
Sherman, Angerona M.
Titus, Ida M.
Ward, May.
Yetter, John M.
Zeiders, W. J.

CERTIFICATES TO NORMAL SCHOOL GRADUATES.

SECOND GRADE CERTIFICATES—FEBRUARY.

NAME.

RESIDENCE.

Boyer, Arthur T.,
Mason, S. Eleanor,
Smith, Anna,

Camden,
Newark,
Trenton,

Camden.
Essex.
Mercer.

JUNE.

Broadhurst, Janie A.,
Burr, Minerva S.,
Case, Margaret R.,
De Witt, Edwin D.,
Davis, Sara E.,
Eastburn, Hanna H.,
Freeman, Sallie B.,
Gifford, Emma L.,
Godshalk, Cornelia W.,
Gould, Flora,
Haines, Alice B.,
Hedden, Eleanor M.,
Kurtz, Lucinda,

Bordentown,
Bordentown,
Plainfield,
Deckertown,
Camden,
Trenton,
Metuchen,
Passaic,
Trenton,
Caldwell,
Newark,
Verona,
Trenton,

Burlington.
Burlington.
Union.
Sussex.
Camden.
Mercer.
Middlesex.
Passaic.
Mercer.
Essex.
Essex.
Essex.
Mercer.

NAME.	RESIDENCE.	
Matthews, Cora S.,	Asbury Park,	Monmouth.
Moore, Ada M.,	Trenton,	Mercer.
Price, Anna L.,	Mansfield,	Ohio.
Provost, Miriam A.,	Sing Sing,	New York.
Romer Clara E.,	Newark,	Essex.
Schultz, Maggie M.,	Trenton,	Mercer.
Stantial, Eugenie M.,	Trenton,	Mercer.
Street, Josephine,	Beverly,	Burlington.

THIRD GRADE CERTIFICATES—FEBRUARY.

Booz, Nellie,	Bristol,	Pennsylvania.
Cubberley, Joanna E.,	Trenton,	Mercer.
Downs, Kathleen M.,	Trenton,	Mercer.
Fisher, Caroline,	Dunellen,	Middlesex.
Fleming, Ida H.,	Trenton.	Mercer.
Gallagher, Maude,	Lambertville,	Hunterdon.
Gibbs, David,	Raven Rock,	Hunterdon.
Graham, Margaret R.,	Kenton,	Delaware.
Harris, Ethel P.,	Allendale,	Bergen.
Higgins, Bessie,	Three Bridges,	Hunterdon.
Hoffman, Cora B.,	Wertsville,	Hunterdon.
Hoffman, Emetta,	New Germantown,	Hunterdon.
Howell, Elsie F.,	Andover,	Sussex.
Hunt, Anna M.,	Princeton,	Mercer.
Haggerty, Austin L.,	Hillsdale,	Bergen.
Ludlow, A. Laura,	Camden,	Camden.
MacLauchlan, Kate,	Metuchen,	Middlesex.
Manning, Emma K.,	Stelton,	Middlesex.
Mason, Lillie M.,	Lawrenceville,	Mercer.
McLaughlin, Mary,	Newark,	Essex.
Miller, Mary M.,	Brooklyn,	New York.
Moore, Grace L.,	Hackensack,	Bergen.
Mowbray, Corrinne E.,	Federalsburg,	Maryland.
Northrup, James H.,	Augusta,	Sussex.
O'Brien, Anna M.,	Trenton,	Mercer.
Pember, Florence,	Long Hill,	Morris.
Plum, Flora V.,	Rahway,	Union.
Rees, Ella M.,	Trenton,	Mercer.
Roberts, Clara P.,	Jersey City,	Hudson.
Sanford, Mary E.,	Ocean Grove,	Monmouth.
Schenck, Margaret C.,	Marlboro,	Monmouth.
Schomp, Ella T. E.,	White House Station,	Somerset.
Sickler, Helen R.,	Chews Landing,	Camden.
Smith, Mabel P.,	Woodbourne,	Pennsylvania.
Strasser, Harriet E.,	Trenton,	Mercer.
Yonker, Olive M.,	Bristol,	Pennsylvania.
Zentner, Anna A.,	Mahanoy City,	Pennsylvania.

JUNE.

Allen, J. Crittenden,	Blairstown,	Warren.
Apgar, Edna B.,	Woodglan,	Hunterdon.
Buckman, Carrie,	Hanover Neck,	Morris.
Camp, Laura,	Hightstown,	Mercer.
Carey, Lida L.,	Clayton,	Gloucester.
Carkhuff, Belle,	Lambertville,	Hunterdon.

NAME.	RESIDENCE.	
Chadwick, Mary.	Red Bank,	Monmouth.
Comly, Elizabeth.	Trenton,	Mercer.
Conover, Lizzie R.	Dayton,	Middlesex.
De Motte, Bessie L.	Linden,	Union.
Durfee, Nora,	Millville,	Cumberland.
Ely, Laura B.	Imlaystown,	Monmouth.
Fields, Mary,	Federalsburg,	Maryland.
Fisher, Mary,	New Brunswick,	Middlesex.
Foran, Katherine G.,	Lambertville,	Hunterdon.
Fritts, Kate R.,	New Hampton,	Hunterdon.
Gill, Stella M.,	Morrisville,	Pennsylvania.
Glover, Helen A.,	Ewing,	Mercer.
Griffin, Tamar,	Trenton,	Mercer.
Gunderman, Flora M.,	Newton,	Sussex.
Haering, Martina E.	Vineland,	Cumberland.
Herbert, Marietta,	Herbertsville,	Ocean.
Hermann, Barbara V.,	Carteret,	Middlesex.
Hill, F. Blanche,	Andover,	Sussex.
Ivins, Caroline D.,	Red Bank,	Monmouth.
Jaggard, Cora J.,	Camden,	Camden.
Jones, Florence,	Peru,	Indiana.
Kingsland, Helen V.,	Kingsland,	Bergen.
Kurtz, Elizabeth H.,	Millville,	Cumberland.
Ludlow, Eva J.,	Colestown,	Camden.
MacCarson, Abiah,	Alloway,	Salem.
Maris, Dela H.,	Trenton,	Mercer.
Markey, Elizabeth A.,	Lambertville,	Hunterdon.
McKenzie, William,	Wykertown,	Sussex.
Miller, Lillie,	Trenton,	Mercer.
Moore, Mary,	Ocean City,	Cape May.
Myers, Sarah W.,	Wyckoff,	Bergen.
Nicholas, Emily,	Franklin Furnace,	Sussex.
Oberg, Hulda,	Trenton,	Mercer.
Park, Emma A.,	Bartley,	Morris.
Pidcock, Clara M.,	Somerset,	Mercer.
Porch, Hannah R.,	Clayton,	Gloucester.
Prall, Arabella H.,	Rahway,	Union.
Pugh, Mary L.	Bound Brook,	Somerset.
Pulis, Florence,	Ramsays,	Bergen.
Reeves, Mary J.,	Ellisdale,	Monmouth.
Reily, Caroline,	Pemberton,	Burlington.
Rundle, Carrie L.,	Walpack Centre,	Sussex.
Sage, Walter M.,	Union Village,	Somerset.
Seabury, Olive H.,	Mount Ephraim,	Camden.
Shropshire, Viola,	Haleyville,	Cumberland.
Smith, Elizabeth H.,	Lambertville,	Hunterdon.
Torbert, Hattie R.,	Bridgeport,	Gloucester.
Van Gilder, Sara S.,	Petersburg,	Cape May.
Van Nostrand, Louise,	Passaic,	Passaic.
Vought, Edna,	Trenton,	Mercer.
White, Jennie,	Trenton,	Mercer.

In order to secure a larger number of candidates for the higher grades of licenses, and at the same time secure a better preparation therefor, the State Board of Examiners have recommended that candidates take only a part of the subjects at any one time; that is to

say, it is recommended that not more than three subjects be taken at any one examination unless the candidate is exceptionally well prepared. This plan should enable busy teachers, by diligent study, to fit themselves, after a few years at the most, to pass successfully the required examinations for the first grade State certificate. It will also enable the State Board of Examiners to insist upon higher qualifications. It was found that when all the required subjects were taken at one time, candidates as a rule, showed a lamentable deficiency in one or more studies, due to the imperfect and superficial manner in which preparation for the examination had been made. By allowing subjects to be taken a few at a time the candidate will be able to perfect himself in each subject, so that more difficult and comprehensive examinations may be given. These will still be easier for the candidate to pass than those formerly given, because of his more thorough and exhaustive preparation.

It is to be regretted that heretofore so few teachers have felt disposed to strive for the highest-grade State certificates. The Board of Examiners feel sanguine that the operation of the foregoing recommendation will inaugurate a change in this respect.

The times of the examination might be made more convenient by putting both into the vacation period, so as to enable teachers to attend them without loss of time. The first examination might be changed advantageously to the last week in December, the holiday week; and the second to the first week in July, directly after the close of the schools for the summer vacation. It is probable that such an arrangement of dates would induce a larger number of candidates to attend.

The State Board of Examiners have been averse to granting many provisional licenses. The reason for this has been that in case of the failure of any person thus licensed to pass satisfactorily the next succeeding examination, as the rule requires, great embarrassment would result not alone to the teacher himself, who would be without a license, but to the school board employing him. In rare cases, where it has been shown to the Board of Examiners that it was absolutely impossible for the candidate to attend the regular examination, and where his qualifications on rigid investigation were believed to be sufficient, a provisional license has been granted. With two examinations a year, however, it ought not to be difficult for anyone wishing to secure a State license to obtain the same prior to accepting a position where such a license is necessary.

By reference to the rule relating to the indorsement of diplomas and certificates issued in other States it will be observed that the power is discretionary with the State Board of Examiners whether or not to indorse the application of any candidate. In every instance it has been thought best to inquire carefully into a candidate's moral and professional fitness. The State Board of Examiners have refused to indorse a diploma when satisfied that the candidate was un-

worthy. A large number of applications have been made by graduates from the elementary courses of the normal schools of other States. Since the rule requires that the course of study of any normal school or training college whose diploma is indorsed shall be equivalent to that required for a similar diploma in our own State, such applications have been uniformly rejected. The New Jersey State Normal School discontinued some time ago the granting of elementary diplomas for a two-years' course of study and now grants certificates only upon the successful completion of a three-years' course of study. It is believed that a rigid adherence by the State Board of Examiners to the established precedents concerning the indorsement of diplomas and certificates issued in other States will inure to the ultimate advantage of our own State school system. It would be eminently unwise to require young men or young women aiming to secure a teacher's license in the State of New Jersey to get the same at the expiration of two years by attending the normal school of another State and only after three years' study at our own State Normal School. It certainly cannot be expected that the State Board of Examiners will discriminate against the citizens of our own State in a matter of this kind. State comity has reached its utmost limit when citizens of other States are treated with exactly the same consideration as citizens of our own State.

Since the adoption by the State Board of Education, October 13th, 1891, of the new rules and regulations governing the examination and licensing of teachers, no certificates of any grade have been issued except on examination; the rule permitting a first grade State certificate to be issued to principals of graded schools after ten years' successful experience having been revoked.

So, also, no special examinations have been given since the above date, that power also having been taken away from the State Board of Examiners by the new rules and regulations referred to.

For the better information of candidates for State licenses the Board of Examiners early in the year issued the following circular, which gives in condensed form and sufficient detail the procedure under which the Board of Examiners now operate:

EXAMINATIONS FOR STATE CERTIFICATES.

CIRCULAR OF RULES AND REGULATIONS.

STATE OF NEW JERSEY.
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, TRENTON.

Under the authority of section 88 of the school law of New Jersey, and the "Rules and Regulations for the Government of School Officers," the following are issued by the State Board of Examiners as rules governing examinations for State certificates:

The State Board of Examiners will grant certificates of three grades, to be called respectively First, Second and Third Grade State Certificates, such

certificates being valid as licenses to teach in any school in this State. Unless revoked for cause, the First Grade Certificate is good for life, and the Second and Third Grades are good for ten and seven years respectively, and are renewable at their expiration, provided the holder remains a teacher in good standing.

Applicants for employment as special teachers to give instruction in any subject not prescribed in any of the regular certificates will be examined in such subject, and if found fitted to teach in such subject will be granted a license valid for three years.

No certificate will be issued to a teacher whose average in any subject covered by the examination falls below 70.

All candidates are required to furnish testimonials as to their moral character, and as to the times and places in which they may have taught, and their success in teaching. Such testimonials will be retained by the Board of Examiners, and form part of their permanent records.

In all examinations for teachers' certificates the diploma of a college in good standing will be accepted in lieu of an examination in the academic subjects prescribed.

Any certificate of any grade of license issued in this State since April 11th, 1889, will be accepted in lieu of further examination in the academic subjects covered by said certificate, provided that the applicant shall have attained a general average of 85 per cent., and shall present satisfactory evidence of having been a teacher in good standing during the time subsequent to the granting of said certificate.

Two examinations for State Certificates, and only two, will be held each year, in the city of Trenton, at the Normal School, beginning on the first Thursdays of June and December respectively, and closing on the Saturdays following. These examinations will be public, and in writing, so far as practicable.

Candidates for the Third Grade State Certificates must be not less than twenty years old. No experience in teaching will be required. In addition to the subjects required for a First Grade County Certificate, they will be examined in

Psychology,
Chemistry,
Botany,

Plane and Solid Geometry,
Geology,
Free-Hand Drawing.

Candidates for the Second Grade State Certificate are to be not less than twenty-one years old, with an experience in teaching of not less than two years.

In addition to the subjects required for the Third Grade State Certificate, they will be examined in

Science of Education,
Principles of Manual Training,

Physical Culture.

Candidates for the First Grade State Certificate are to be not less than twenty-five years old, with an experience in teaching of not less than five years. They will be required to present satisfactory evidence that their teaching has been in every way successful. In addition to other qualifications, they should give proof of executive ability. The examination will be the same as that required for the Second Grade State Certificate.

College graduates offering diplomas in lieu of an examination in academic branches will be examined in such of the following subjects as are covered by the grade of certificate for which they apply:

Theory and Practice,
Science of Education,
School Law of New Jersey,
Physical Training,

Psychology,
History of Education,
Manual Training.

The following text-books will indicate about the extent of subject-matter covered by the examination in the above subjects respectively :

Theory and Practice—Lectures on Teaching, Fitch. Talks on Teaching, Parker. Courses and Methods, Prince. Lectures on Education, Jos. Payne.

Psychology—Hand-Book of Psychology, Sully; Hand-Book of Psychology, Murray; Psychology (Briefer Course), James.

Science of Education—Rosenkranz.

History of Education—Compayre.

Physical Education—Light Gymnastics, W. G. Anderson. Anthropometry, J. W. Seaver. Swedish System of Educational Gymnastics, Baron Nils Posse.

Manual Training—Industrial Education, Love. Manual Training, Charles Ham. The Manual Training School, Woodward.

In all other subjects the scope of the examination will correspond to the subject-matter of the ordinary text-book.

The standard is that of the teacher, and in every instance the knowledge of the subject is preferred to a memorized statement of the views of any particular author.

The subjects required for a First Grade County Certificate, and in which a candidate, not holding a certificate or diploma in lieu thereof, would be examined, are, Orthography, Reading, Penmanship, Geography, Arithmetic, English Grammar, Theory and Practice, English Composition, Physiology, History of the United States, Book-keeping, Algebra, Physics, History of Education, Constitution of the United States and the School Law of New Jersey.

All communications should be addressed to the office of the State Superintendent.

A. B. POLAND, *State Superintendent of Public Instruction,*

J. M. GREEN, *Principal of Normal School,*

State Board of Examiners.

COUNTY TEACHERS' EXAMINATIONS.

During the year four examinations for teachers' licenses were held, according to law, in each county of the State. The questions used at these examinations were prepared by the State Superintendent and were uniform for the entire State.

Rule 13 of the State Board, relating to these examinations, reads as follows :

“The county superintendent, together with those persons whom he may appoint as county examiners, shall hold four stated meetings during each year for the examination of teachers, in such places in the county as are most convenient of access to the teachers. The first examination shall be held on the first Saturday in February; the second, on the first Friday and Saturday in May; the third, on the first Friday and Saturday in August, and the fourth, on the first Saturday in November; provided, that when any of these dates fall upon a legal holiday, the examination shall be postponed for one week. The February and November examinations shall be for third grade certificates only; the August examination, for second and third grade certificates, and the May examination, for first and second grade certificates.”

As the result of these examinations, there were issued to candidates 144 first grade certificates, 420 second grade certificates, 887 third grade certificates.

Compared with the year preceding, there was an increase of 11 in first grade, 65 in second grade and a decrease of 363 in the number of third grade certificates issued.

Besides the foregoing, 156 certificates were issued as the result of special examinations authorized by the State Superintendent, under Rule 19, which reads as follows :

"No special examinations shall be held unless the consent of the State Superintendent of Public Instruction has been first obtained, and no questions shall be used at any regular or special examination except those issued or approved by the State Superintendent. County superintendents, on granting certificates at special examinations, may grant them in the usual form ; or, if they deem it advisable, they may grant them to be good only until the next regular examination."

As a rule, special examinations should be discouraged. They are not only unnecessary, in most cases, but they subject the department to great inconvenience in preparing questions, and the county superintendent and board of examiners likewise to great inconvenience in conducting them. Such examinations, it will be observed, have been held in only a few instances, where otherwise it would have been necessary to discharge the teacher and close the school.

Under Rule 2 of the State Board of Education, provisional or temporary certificates may be issued by county boards of examiners in certain cases. This rule, which is an important one, reads as follows :

"Any person desiring to obtain a position as a teacher in any school in this State between the dates of the regular examinations, and who is not in possession of a regular certificate in full force and effect, may obtain from the State or county board of examiners a provisional certificate, good until the next regular examination ; provided, that such provisional certificate shall not be renewed or extended."

This rule was designed to meet certain cases, to wit, those of teachers coming from outside of the State and unable, for good cause, to be present at the regular examination ; also, those of teachers who, through sickness or other good cause, are necessarily unable to be examined at the regular time. The rule is a good one, and, if carefully guarded, need lead to no abuse of the examining power. It was not intended, however, that this rule should be employed to help out teachers who had justly failed at a regular examination. For that purpose it should be exercised very sparingly and only in the most deserving cases. Several of the county boards of examiners have refused altogether to grant provisional certificates. They base their refusal upon the difficulty of avoiding possible complications and embarrassments. In the report of the superintendent of Hudson county (see appendix), the abuse of this licensing privilege is alluded

to in disparaging terms. The practical rule to be followed by every county superintendent and board of examiners should be to issue a provisional license only after becoming fully satisfied, from some preliminary inquiry or examination, that the candidate is worthy, and presumably capable of passing the required examination necessary to secure the certificate desired. Since such a license cannot be renewed, to issue it to a teacher and thereby enable him to secure a position which must be given up a few weeks later if unable to pass the regular examination, must of necessity lead to painful complications.

There has been considerable complaint since the adoption of the present rules governing examinations, particularly concerning the August examination, which comes at a very inconvenient time, when teachers are often at a great distance from home and after most boards of trustees have filled their schools for the fall term. It is recommended, therefore, that the following change be made:

1. A change in the number of examinations, reducing them to three; one in May, one in October, and one in February. It is believed that this number would be ample, and that the present August examination can be dispensed with.

2. Making the October and February examinations cover the second and third grades of county certificates, and the May examination all three grades.

Attention is called to Table XVIII., where full statistics concerning the examinations for county licenses to teach will be found.

In accordance with Rule 6 of the State Board of Education, requiring the names to be reported of all persons to whom certificates to teach are issued, the following list for the year 1891-92 is submitted:

ATLANTIC COUNTY.

FIRST GRADE.

Alden, Carrie B.,	May 7th, 1892.	Masterman, W. S.,	May 7th, 1892.
Blackman, Alice,	" "	Moon, A. W.,	" "
Cline, Lottie S.,	" "	Murray, Mary M.,	" "
Conover, Annie,	" "	Morse, Minnie E.,	Aug. 6th, 1892.
Crowell, Sarah,	" "	Nelson, Florence,	May 7th, 1892.
Campbell, W. H.,	" "	Steelman, D. T.,	" "
Davis, Sadie B.,	Aug. 6th, 1892.	Underwood, Alberta,	" "
English, Elizabeth,	" "	Wright, Jennie T.,	Aug. 6th, 1892.

SECOND GRADE.

Barrett, Lottie,	May 7th, 1892.	Holden, Mabel R.,	May 7th, 1892.
Bucklen, Nettie S.,	" "	Lockwood, Clara B.,	" "
Baldwin, Minnie,	" "	Marple, Maria C.,	Aug. 6th, 1892.
Carhart, Lavinia,	" "	Mack, Minnie M.,	" "
Glover, Rubena F.,	" "	Smith, Bertha M.,	" "

THIRD GRADE.

Barrett, Lottie,	Nov. 28th, 1891.	Wootten, Emma,	Nov. 28th, 1891.
Baldwin, Minnie,	" "	Young, Myrtie,	" "
Buckland, Nettie S.,	" "	Carhart, Lavinia,	Feb. 6th, 1892.
Breese, Harriet,	" "	Conover, Saranna,	" "
Cokefair, Lida M.,	" "	Downing, Frank C.,	" "
Conover, Saranna,	" "	Holden, Mabel R.,	" "
Glover, Rubena F.,	" "	Higbee, Maria A.,	" "
Glanding, Martha,	" "	Marts, Ellen,	" "
Holden, Flora E.,	" "	Montfort, Nora B.,	" "
Kinney, Kittie,	" "	Risley, Ida M.,	" "
Laycock, Melissa,	" "	Risley, Eva,	" "
Leek, Jennie,	" "	Schoonmaker, Harriet,	" "
Lockwood, Clara B.,	" "	Sickler, Sallie W.,	" "
Miller, Hilers,	" "	Williams, Ida,	" "
Masterman, W. S.,	" "	Woolters, Emma,	" "
Nelson, Florence,	" "	Clark, Della M.,	Aug. 6th, 1892.
Randolph, Mark,	" "	Conkey, Minna,	" "
Russell, Lillian B.,	" "	Endicott, Carrie J.,	" "
Shafer, Warren,	" "	Farran, Wm. C.,	" "
Whitney, Florence C.,	" "	Wright, Georgie,	" "

BERGEN COUNTY.

FIRST GRADE.

Ackerman, John J.,	May 7th, 1892.	Heath, Sallie G.,	May 7th, 1892.
Barkman, Barret B.,	" "	Johnson, Mary M.,	" "
Brevoort, Lizzie,	" "	Loos, Mary B.,	" "
Burr, Henrietta A.,	" "	Maugham, Ralph S.,	" "
Cline, Price L.,	" "	Oglee, Anna B.,	" "
Carmody, Jennie C.,	" "	Reed, Mahlon B.,	" "
Demarest, Jas. E.,	" "	Vreeland, Maggie,	" "
Greene, Chauncy D.,	" "		

SECOND GRADE.

Clark, Margaret P.,	May 7th, 1892.	Goetschius, Ratie,	Aug. 6th, 1892.
Walcott, Helen,	" "	Marsh, Grace L.,	" "
Young, Frank A.,	" "	Roe, H. Estelle,	" "
Allen, Charlotte,	Aug. 6th, 1892.	Stagg, Mattie,	" "
Gismond, Rebecca E.,	" "	Zabriskie, Fanny,	" "

THIRD GRADE.

Beattie, David,	Nov. 28th, 1891.	Wells, Thaddeus S.,	Feb. 6th, 1892.
Harper, Mrs. May B.,	" "	Burroughs, Medo R.,	Aug. 6th, 1892.
Burr, Henrietta A.,	Feb. 6th, 1892.	Kelly, Mary B.,	" "
Hopper, Emma,	" "	Myers, Vida,	" "
Van Gelder, Eleanor,	" "	Voorhees, Ida M.,	" "
Vreeland, Anna,	" "	Nolan, Annie M.,	Aug. 30th, 1892.

BURLINGTON COUNTY.

FIRST GRADE.

Clinton, Harriet C.,	May 6th, 1892.	Johnson, Anna R.,	May 6th, 1892.
Conover, Jennie B.,	" "	Megargee, George E.,	" "
Claypoole, Elizabeth H.,	" "	Patterson, Clara E.,	" "
Goodher, Anna W.,	" "	Quigg, Sarah D.,	" "
Gaskill, Laura M.,	" "	Stewart, Rose A.,	" "
Heineken, John F. D.,	" "	Wheeler, Anna P.,	" "

SECOND GRADE.

Asay, Julia A.,	May 6th, 1892.	Atkinson, Lizzie E.,	Aug. 6th, 1892.
Brown, Margaret A.,	" "	Atkinson, Levi,	" "
Bluste, Celia H.,	" "	Black, Sallie,	" "
Branson, Anna,	" "	Burr, Carrie T.,	" "
Cross, Elizabeth F.,	" "	Budd, M. H.,	" "
Cunningham, Harris,	" "	Goldy, Laura,	" "
Cathcart, Ida W.,	" "	Heisler, Mary A.,	" "
Eckhardt, Maud S.,	" "	Herbert, Carrie C.,	" "
Idell, Ida E.,	" "	Johnson, M. Virginia,	" "
Lippincott, Julia B.,	" "	Murphy, W. W.,	" "
Rigg, Annie,	" "	Oliver, Mary,	" "
Severns, Luella A.,	" "	Rinear, S. S.,	" "
Spencer, A. Lincoln,	" "	Shadinger, Ephraim M.,	" "
Sprague, Irene A.,	" "	Stimus, Clara E.,	" "
Riley, Celia J.,	" "	Taylor, Fannie T.,	" "
Randall, Sarah,	" "	Wilson, John H.,	" "
Tansey, Sarah E.,	" "	Witcraft, Florence A.,	" "
Wilbraham, Josephine,	" "	Vanzandt, Fanny B.,	" "

THIRD GRADE.

Beck, M. R.,	Nov. 28th, 1891.	Holmes, Eliza G.,	Feb. 6th, 1892.
Cramer, Anna B.,	" "	Harker, Walter,	" "
Cramer, Mary A.,	" "	Harris, Minnie M.,	" "
Drury, Eva R.,	" "	Herbert, Carrie,	" "
Johnson, Emily H.,	" "	Johnson, M. M.,	" "
Lippincott, Julia B.,	" "	Johnson, Erminie L.,	" "
McCoy, Josie,	" "	Kelly, Josie,	" "
Spenser, A. Lincoln,	" "	McCormick, Maggie,	" "
Stimus, Clara E.,	" "	Patterson, Mary,	" "
Vanzandt, Fanny B.,	" "	Pfau, Anna,	" "
Wilson, John E.,	" "	Preston, Rosaltha,	" "
Asay, Julia A.,	Feb. 6th, 1892.	Risdon, Marion,	" "
Bailey, J. Elizabeth,	" "	Schlagle, Mary A.,	" "
Branson, Anna H.,	" "	Schlagle, Elsa,	" "
Carty, Horace P.,	" "	Venable, Martie A.,	" "
Cross, Elizabeth F.,	" "	Woolman, Rebecca S.,	" "
Conrow, Sarah F.,	" "	Whitacre, Emily S.,	" "
Goldy, Laura,	" "	Wright, Florrie L.,	" "
Garrison, W. I.,	" "	Watts, Ernest,	" "
Hughes, Eunice A.,	" "		

CAMDEN COUNTY.

SECOND GRADE.

Border, Marie,	May 7th, 1892.	Bush, John M.,	Aug. 6th, 1892.
Chew, Lizzie,	" "	Borican, Anna M.,	" "
Day, Cora S.,	" "	Furber, Daisy,	" "
Evaul, May E.,	" "	Hannum, Anna L.,	" "
Hurff, Marie B.,	" "	Johnson, Erminie L.,	" "
Snyder, E. F.,	" "	Marshall, M. Florence,	" "

THIRD GRADE.

Albertson, Anna,	Nov. 28th, 1891.	Martin, Mary,	Nov. 28th, 1891.
Bird, Emilie F. J.,	" "	Johnson, Erminie L.,	" "
Beane, Marguerite,	" "	Border, Marie J.,	Feb. 6th, 1892.
Cramer, Clara V.,	" "	Bush, John M.,	" "
Davis, Gertrude,	" "	Clymer, Allen,	" "
Evaul, Mary E.,	" "	Day, Cora,	" "
Fortiner, Laura V.,	" "	German, Jennie,	" "
Hannum, Flora,	" "	Woolman, Georgie,	" "
Jackson, James E.,	" "	Shepard, Ella G.,	Aug. 6th, 1892.

CAPE MAY COUNTY.

FIRST GRADE.

Blake, George A.,	May 7th, 1892.	Egolf, William H.,	May 7th, 1892.
Bennett, E. J.,	" "	Tomlin, Charles,	" "
Cantner, Bertha A.,	" "		

SECOND GRADE.

Jefferson, Martha,	May 7th, 1892.	Hoffman, Hannah,	Aug. 6th., 1892.
Stevens, Daniel S.,	" "	Morton, Julia C.,	" "
Cresse, Lillian S.,	Aug. 6th, 1892.	Norton, F. T.,	" "
Creamer, Hannah,	" "	Townsend, Martie,	" "

THIRD GRADE.

Camp, Jane,	Nov. 28th, 1891.	Douglass, James,	Feb. 6th, 1892.
Ewing, Amanda M.,	" "	Dickinson, Sallie W.,	" "
Hughes, Mary W.,	" "	Jefferson, Matthew,	" "
Ludlam, Mamie M.,	" "	Morton, Julia C.,	" "
Royal, Nora,	" "	Reeves, Charles C.,	" "
Stephens, Daniel E.,	" "	Smith, Hannah,	" "
Sooy, Elmer D.,	" "	Sullivan, William C.,	" "
Blake, George A.,	" "	Swain, Emma G.,	" "
Creamer, Victoria,	" "	Hildreth, Llewellyn,	Aug. 6th, 1892.
Creamer, Hannah C.,	" "	Hoffman, Howard,	" "

CUMBERLAND COUNTY.

FIRST GRADE.

Brineshults, Lillie F.,	May 7th, 1892.	Hall, Edward A.,	May 7th, 1892.
Custed, Evarr D.,	" "	Husted, Hattie,	" "
Davis, Julia M.,	" "	Spence, Lillie H.,	" "
Hall, Hattie M.,	" "	Silliman, Katie A.,	" "
Hall, Lillian J.,	" "		

SECOND GRADE.

Aiken, Ina G.,	May 7th, 1892.	Sullivan, Alfred M.,	May 7th, 1892.
Barker, Lillian M.,	" "	Lermekin, Annabel,	" "
Bevens, Estelle,	" "	Watson, Anna W.,	" "
Broadwater, Harrie M.,	" "	Auld, Mame,	Aug. 10th, 1892.
Compton, Susie,	" "	Burrough, Sara E.,	" "
Hoelzel, Lizzie,	" "	Bushey, Anna S.,	" "
Leaming, Lillie C.,	" "	Cosman, Mary A.,	" "
Oberholtzer, Jas. S.,	" "	Davis, Mary H.,	" "
Pritchard, Anna,	" "	Gascoigne, A. Rowena,	" "
Richardson, Eunice A.,	" "	Lawrence, Alice H.,	" "
Russell, Isa F.,	" "		

THIRD GRADE.

Bateman, Emma,	Dec. 1st, 1891.	Bohman, Chas. S.,	Feb. 13th, 1892.
Bevans, Estella,	" "	Claypoole, Mary D.,	" "
Bushey, Anna S.,	" "	Chew, Lizzie A.,	" "
Cox, Lucy R.,	" "	Course, Anna B.,	" "
Carlisle, Anna V.,	" "	Cosman, Mary A.,	" "
Davis, Anna S.,	" "	Daniels, Arner C.,	" "
Husted, Mortimer A.,	" "	Gerow, Lucie,	" "
Jones, Annie E.,	" "	Kernan, Winnie G.,	" "
Kincade, Mary E.,	" "	Keeper, Anna,	" "
McGalliard, Lizzie,	" "	Silliman, Katie E.,	" "
Oberholtzer, Jas. L.,	" "	Wright, Harriett A.,	" "
Russell, Isa F.,	" "	Bolles, Fannie A.	Aug. 10th, 1892.
Reeves, Mary K.,	" "	Brewster, Artie G.,	" "
Randolph, Alfred F.,	" "	Chambers, Sallie B.,	" "
Sullivan, Alfred M.,	" "	Davis, Luther S.,	" "
Young, Beulah D.,	" "	Fogg, Reuben A.,	" "
Ackley, Mary M.,	Feb. 13th, 1892.	Hoffman, Susie D.,	" "
Auld, Mame,	" "	Husted, Lela C.,	" "
Broadwater, Harry M.,	" "	James, Mary A.,	" "
Buzby, Lizzie M.,	" "	Robbins, Robert S.,	" "
Brineshults, Fanny D.,	" "	Snyder, Ida M.,	" "
Burfitt, Anna D.,	" "	Wescott, Mary S.,	" "
Bohman, Anna D.,	" "	Young, Sara,	" "

ESSEX COUNTY.

FIRST GRADE.

Cady, Minnie L.,	May 30th, 1892.	Tisdale, Frank P.,	May 30th, 1892.
Gloat, Mary J.,	" "	Umbcheiden, Rose M.,	" "
Otis, Lizzie,	" "		

SECOND GRADE.

Bennett, Lydia,	May 30th, 1892.	Maistre, Lida A.,	May 30th, 1892.
Gaynor, Emma F.,	" "	Decker, Minerva,	Aug. 6th, 1892.
Marsh, Anna M.,	" "	Groshong, Bertha L.,	" "
Ricalton, Elizabeth,	" "	Harper, Jennie O.,	" "
Sutphin, Bessie B.,	" "	Lee, Mabel H.,	" "
Woodruff, May,	" "	Woodruff, May,	" "
Webb, Martha L.,	" "		

THIRD GRADE.

Buckley, Hannah,	Dec. 2d, 1891.	Van Campen, Mary,	Dec. 2d, 1891.
Bloxham, Mary E.,	" "	Willetts, Isabella S.,	" "
Condit, May M.,	" "	Woodruff, May,	" "
Corby, Louise B.,	" "	Brown, Martha E.,	Feb. 6th, 1892.
Davenport, Jenny,	" "	Connor, May,	" "
Doty, Jesse T.,	" "	Nesbit, W. J.,	" "
Florence, Ella,	" "	Sohheim, M. J.,	" "
Galloway, Lillian M.,	" "	Condit, Harriett,	Aug. 6th, 1892.
Halgin, Robert, Jr.,	" "	Haven, Madie,	" "
Kellogg, Helen M.,	" "	Haven, Henry H.,	" "
McDonald, Mamie,	" "	Hoffman, Margaret,	" "
Marsh, Anna M.,	" "	Van Renssaeler, Ellen,	" "
Nichols, Mary W.,	" "	Douglass, Cherry,	" "
Otis, Lizzie,	" "	Bodwell, C. B.,	" "

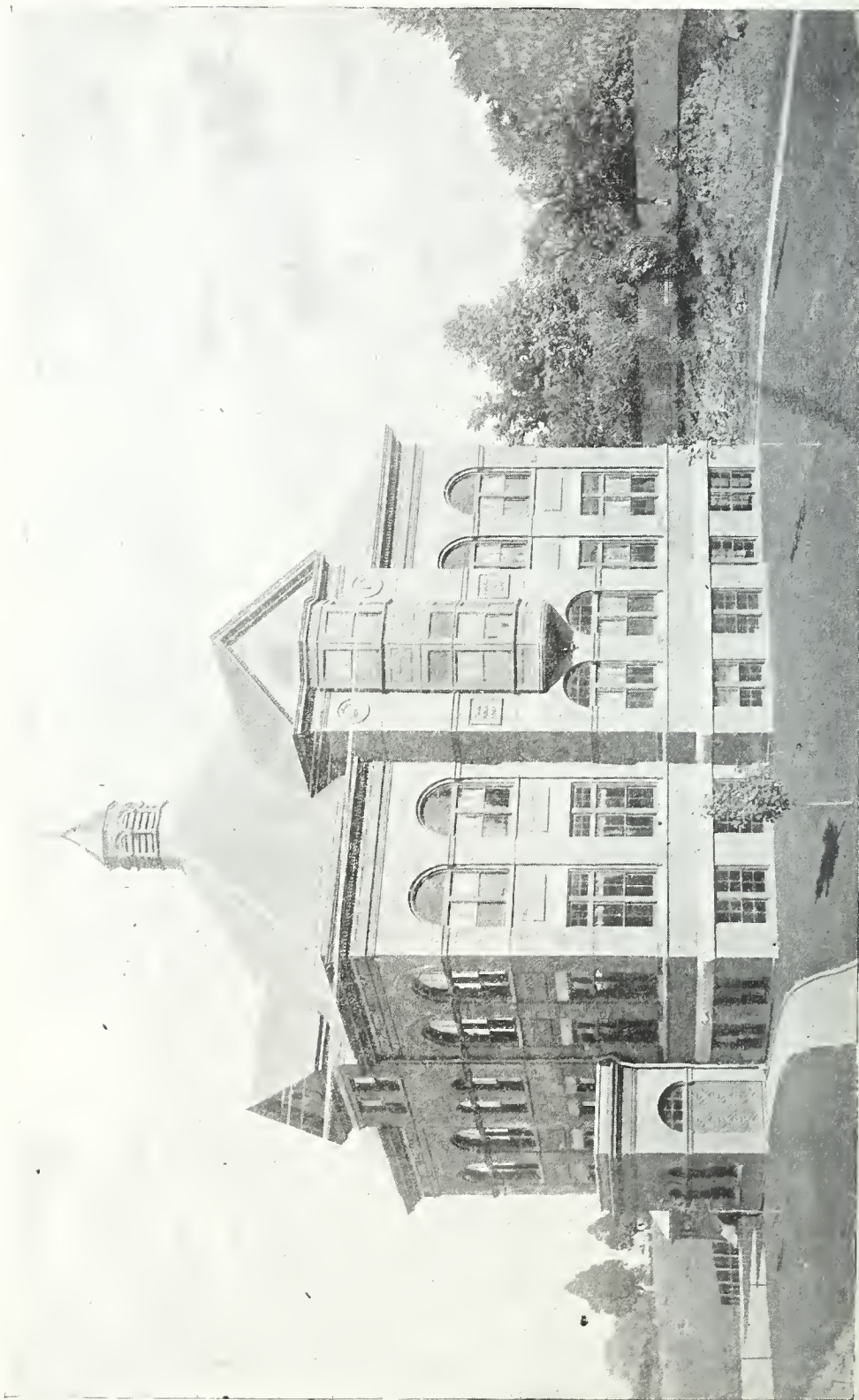
GLOUCESTER COUNTY.

FIRST GRADE.

Janvier, Anna F.,	May 6th, 1892.	Thorp, May M.,	May 6th, 1892.
Steward, Sallie F.,	" "		

SECOND GRADE.

Burson, Eva,	May 6th, 1892.	Stratton, C. Henry,	May 6th, 1892.
Carr, Florence,	" "	Wilson, Helen A.,	" "
Craig, Lillie M.,	" "	Hallett, Thomas,	Aug. 6th, 1892.
Davis, Mamie,	" "	Howes, Hallie May,	" "
Garrison, Gertrude R.,	" "	Hinchman, Roe A.,	" "
Henry, Ella,	" "	Irelan, Mary H.,	" "
Henry, May,	" "	McCullough, Lidie,	" "
James, Hattie M.,	" "	Owen, Bella P.,	" "
Kandle, Henry L.,	" "	Shute, M. Lizzie,	" "
Miller, Phoebe,	" "	Shiveler, Lizzie H.,	" "
Roe, Sou,	" "	Sayer, Jennie D.,	" "
Stanger, Elizabeth,	" "	Saunders, Lizzie C.,	" "
Shiveler, Eva H.,	" "	Thomason, Oscar,	" "
Shiveler, Lizzie H.,	" "	West, Sallie K.,	" "
Sheppard, Ella S.,	" "	Wright, Nancy E.,	" "



BERKELEY SCHOOL.

Bloomfield, - - - Essex County.

The lot on which this building stands has a frontage of 135 feet and a depth of 272 feet. The building is of brick, with sandstone trimmings, and is 60 feet square. The height of the ceilings in the class-rooms is 12 feet, and that of the basement 9 feet. There are eight class-rooms, with the necessary cloak-rooms; also principal's and teachers' rooms. The basement is used as a play-room when necessary.

The building is heated by steam, indirect radiation being used in the class-rooms. Ventilating shafts run from basement to top of building. The seating capacity is 400, and the cost, exclusive of the lot, was \$21,000.

The closets are in a separate building, but connected by covered passages.

THIRD GRADE.

Hoffman, Harman, Nov. 28th, 1891.	Brown, Martha E., Feb. 24th, 1892.
Irelan, Mary H., " "	Connor, May, " "
Kirby, Anna P., " "	Nesbut, W. T., " "
Little, May S., " "	Solheim, M. J., " "
McCullough, Lidie, " "	Allen, Kate F., Aug. 6th, 1892.
Raimond, Sara J., " "	Black, Theresa, " "
Romans, Ida S., " "	Cowgill, Sara F., " "
Sweeney, Gertrude, " "	Gallaher, Lydia R., " "
Shute, Mary L., " "	Heritage, Nevada, " "
Steelman, Lizzie C., " "	Hill, Alice, " "
Stewart, Willia D., " "	Kirby, Anna P., " "
Sayer, Jennie, " "	Stetson, Robert B., " "
Shiviler, Eva H., " "	Worrell, Fannie, " "
Strang, Tirzah, " "	Young, Maude M., " "
Worrell, Fannie, " "	Yates, Barton J., " "

HUDSON COUNTY.

FIRST GRADE.

Baumgartner, Minnie, May 6th, 1892.	Kost, Ida, May 6th, 1892.
Constantine, E. V., " "	Lieb, Caroline, " "
Carney, Edward, " "	Rumsey, May, " "
Carley, Margaret, " "	Rose, Ida, " "
Durkes, Frances, " "	Shepard, Fannie, " "
Greenfield, Agnes, " "	Tuohy, Maggie, " "
Gilligan, Catherine, " "	Ward, Philip M., " "
Kearns, Lillian, " "	Wier, Rachel, " "

SECOND GRADE.

Arate, Pauline, May 6th, 1892.	Smith, Agnes, May 6th, 1892.
Born, Elizabeth, " "	Spense, Louise M., " "
Burke, Annie, " "	Dashill, Caroline, Aug. 6th, 1892.
Carmody, Mary, " "	Dickinson, May E., " "
Condon, Kate, " "	Erk, Ida E., " "
Fagan, Sadie, " "	Foster, Janette, " "
Grogan, Annie, " "	Germond, Phœbe R., " "
Georgeol, Mamie, " "	Gudenrath, Maud, " "
Gallivan, Mary, " "	Havens, Louise, " "
Healy, Myra, " "	Kennedy, Georgena, " "
Hall, Eleanor, " "	Lee, Catherine, " "
Kenton, Lottie, " "	Lindsay, Gertrude, " "
Opdyke, Anna, " "	Ramsay, Grace, " "
O'Donnell, Mary, " "	Rice, Mary L., " "
O'Brien, Theresa, " "	Schindler, Rose, " "
Read, Mary, " "	Voyer, Lucy, " "
Robertson, Julia, " "	Vinter, Sarah, " "
Roome, Elizabeth, " "	Wahle, Carrie, " "
Surgent, Fanny, " "	

THIRD GRADE.

Biditz, Mabel,	Dec. 2d, 1891.	Hasbrouck, Margaret, Feb. 6th, 1892.
Barnes, Catherine,	" "	Healy, Myra, " "
Clifford, Margaret E.,	" "	Lee, Catherine, " "
Dickinson, Mary E.,	" "	Lull, Stella, " "
Farrell, May,	" "	Lowman, Ida, " "
Hall, Eleanor E.,	" "	Rice, Mary, " "
Hennessy, Annie,	" "	Roome, Elizabeth, " "
Jeanette, Nellie E.,	" "	Ramsay, Grace, " "
Kennedy, Georgena,	" "	Smith, Agnes, " "
Kenton, Lottie,	" "	Sherwood, Annie, " "
O'Dwyer, Mary C.,	" "	Voyer, Lucy, " "
Sawyer, Edith A.,	" "	Whipple, Mary, " "
Winter, Sarah P.,	" "	Danforth, Edna M., Aug. 6th, 1892.
Weir, Rachel,	" "	Danforth, Ella, " "
Arata, Pauline,	Feb. 6th, 1892.	Dixon, Annie A., " "
Burke, Margaret,	" "	Ray, Agnes J., " "
Constantine, E. V.,	" "	Leyd, Stennetta, " "
Flaherty, Mary C.,	" "	Wettlin, Emma L., " "
Gudenrath, Maud,	" "	

HUNTERDON COUNTY.

FIRST GRADE.

Schuyler, Lizzie,	May 7th, 1892.	Stamets, Cora W., May 7th, 1892.
Snyder, Gardiner,	" "	Weidman, Belle, " "

SECOND GRADE.

Bailey, Lizzie,	May 7th, 1892.	Aller, H. A., Aug. 6th, 1892.
Banghart, Mamie,	" "	Allen, Mary E., " "
Bonham, Clara,	" "	Aller, F. A., " "
Ditmars, Maggie D.,	" "	Apgar, Aletta, " "
Everitt, Judson F.,	" "	Brink, Linda, " "
Galvin, Nora,	" "	Carhart, L. M., " "
Hiner, Ella,	" "	Case, W. W., " "
Hoffman, Nellie W.,	" "	Cooley, Laura, " "
Painter, Hattie,	" "	Emmons, Mary, " "
McCrea, Lizzie,	" "	Higgins, Anna W., " "
Reading, E. W.,	" "	Hoppock, R. S., " "
Roberson, Cora C.,	" "	Higgins, Joe C., " "
Swayze, Minnie,	" "	Kline, Lillian E., " "
Sliker, George H.,	" "	Meyers, Willis, " "
Sturgeon, Fannie J.,	" "	Opdyke, S. R., " "
Van Syckle, Anna,	" "	Rutan, Lillie F., " "
Wert, Ida M.,	" "	Rutan, Kittie A., " "
Whitten, G. E.,	" "	Swackhammer, Maria L., " "
Wyckoff, Jennie,	" "	Seal, Anna L., " "

THIRD GRADE.

Aller, T. O.,	Nov. 28, 1891.	McPeck, Jennie,	Feb. 6th, 1892.
Albright, W. K.,	" "	Park, Fannie F.,	" "
Apgar, Sylvanus,	" "	Roberson, Cora,	" "
Banghart, Mamie,	" "	Reading, Elizabeth,	" "
Beidleman, Eva L.,	" "	Rutan, Lillie F.,	" "
Carhart, Lizzie M.,	" "	Rutan, Kittie A.,	" "
Ditmars, Maggie B.,	" "	Reinhart, Walter E.,	" "
Force, Essie,	" "	Sharps, Mary,	" "
Galvin, Nora,	" "	Shive, Laura,	" "
Hiner Ella,	" "	Sturgeon, Fannie J.,	" "
Hoff, J. May,	" "	Seal, Anna L.,	" "
Hartpence, W. C.,	" "	Stute, Willa B.,	" "
Kitchen, Jonathan,	" "	Suydam, Hannah,	" "
Lair, Lizzie A.,	" "	Wyckoff, Wm. W.,	" "
McCrea, Lizzie,	" "	Wyckoff, Jennie,	" "
Painter, Hattie,	" "	Walrath, Julia A.,	" "
Swayze, Minnie,	" "	Wert, Ida M.,	" "
Van Syckle, Anna,	" "	Black, Wm. S.,	Aug. 6th, 1892.
Apgar, Alletta,	Feb. 6th, 1892.	Bellis, Zella M.,	" "
Allen, Mary E.,	" "	Bowlby, H. S.,	" "
Albright, Catherine,	" "	Hagar, Anna M.,	" "
Bowlby, Edith,	" "	Hoppock, J. W.,	" "
Barris, Josie S.,	" "	McAlam, Minnie,	" "
Dilts, Anna L.,	" "	Rapp, Myra,	" "
Hoffman, Nellie M.,	" "	Shipman, Belle,	" "
Hanna, Ida,	" "	Swackhammer, B. A.,	" "
Kline, Anna,	" "	Swazy, B. E.,	" "
Kline, Lillian E.,	" "	Shafer, Ida M.,	" "
Lake, Bertha,	" "	Swackhammer, Hattie,	" "
Myers, Willis,	" "	Seal, Anna L.,	" "

MERCER COUNTY.

FIRST GRADE.

Grover, Helen D.,	May 6th, 1892.	Morris, Richard,	May 6th, 1892.
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SECOND GRADE.

Donnell, Maggie,	May 6th, 1892.	Lynch, Jacob R.,	May 6th, 1892.
Fryer, Estella V.,	" "	Perrine Emma Carroll,	" "
Hartpence, Willis C.,	" "	Smith, Medora R.,	" "
		Sewell, Alfreda H.,	Aug. 5th, 1892.

THIRD GRADE.

Brearely, Edward S.,	Nov. 29th, 1891.	Dey, Mary C.,	Feb. 6th, 1892.
Gibney, Annie J.,	" "	French, Rachel,	" "
Hendrickson, Katie,	" "	Faussett, Corilla C.,	" "
Jewell, Lizzie V.,	" "	Hooper, Leila T.,	" "
Truex, Virginia C.,	" "	Hunt, Ella S.,	" "
Wright, Louisa C.,	" "	Harden, Margaret,	" "

Harden, Sarah V.,	Feb. 6th, 1892.	Young, Howard,	Feb. 6th, 1892.
Long, John M.,	" "	Allen, Maggie B.,	Aug. 6th, 1892.
Manners, Grace E.,	" "	Arnold, Mamie,	" "
Morgan, Clara H.,	" "	Blake, Carrie B.,	" "
Nutt, Lizzie B.,	" "	Enwright, Lizzie,	" "
Pfeiffer, G. Eugenie,	" "	Hawey, Elizabeth B.,	" "
Prall, Emma E.,	" "	Hendrickson, Annie E.,	" "
Shotwell, Lillie,	" "	Lewis, Elizabeth,	" "
Updyke, Jennie,	" "	Phillips, Mary,	" "
Wallace, Flora L.,	" "	Twining, Leona,	" "

MIDDLESEX COUNTY.

FIRST GRADE.

Bernart, Sarah,	May 7th, 1892.	McCurdy, S. C.,	May 7th, 1892.
Bogart, Kate,	" "	Van Nuise, A. E.,	" "
Dunham, Viola,	" "		

SECOND GRADE.

Blakeslee, Ida,	May 7th, 1892.	Crowell, Browning,	Aug. 6th, 1892.
Cottrell, Laura,	" "	Conover, Emma,	" "
Erwin, Nathan,	" "	Everitt, Media,	" "
Gordon, Adeline,	" "	Farron Fannie,	" "
Johnson, Ella,	" "	Honey, Grace,	" "
Smock, Blendina,	" "	McCurdy, Virginia,	" "
Spencer, W. A.,	" "	Soper, Meta,	" "
Vliet, Millie,	" "	Straub, Lizzie,	" "
Ayers, Josephine,	Aug. 6th, 1892.	Smith, Lucy,	" "
Bogan, Mary,	" "	Wall, Lillie,	" "
Cheeseman, Anna,	" "		

THIRD GRADE.

Allen, Rebecca T.,	Nov. 28th, 1891.	Ayers, Senna,	Feb. 6th, 1892.
Bogan, Maggie C.,	" "	Ayres, Josephine,	" "
Bonney, Leona P.,	" "	Adams, Maulla,	" "
Cottrell, Laura P.,	" "	Brown, Sarah T.,	" "
De Hart, Bertha,	" "	Blakeslee, Ida M.,	" "
Farron, Fannie S.,	" "	Bennett, Margaret,	" "
Gordon, Adeline,	" "	Carhart, Alice R.,	" "
Lyman, Ada E.,	" "	Connor, Katie A.,	" "
Mooney, Grace E.,	" "	Cheeseman, Anna M.,	" "
Smith, Lucy J.,	" "	Gulick, Mamie H.,	" "
Smock, Blendina,	" "	Henderson, Myra H.,	" "
Soper, Meta F.,	" "	Hevenor, Mary,	" "
Ten Eyck, Ida,	" "	Hutchins, Martha,	" "
Waite, Charlotte E.,	" "	Johnson, Ella,	" "
Wright, Anna V. D.,	" "	Morton, Emma,	" "
Wall, Lillie C.,	" "	Oliver, Belle,	" "
Lane, Lizzie,	" "	Pullen, Gertrude L.,	" "
Hutchins, Martha,	" "	Perrine, Kate H.,	" "

Rue, Emma,	Feb. 6th, 1892.	Gulick, Mamie H.,	Aug. 6th, 1892.
Stadler, Mary,	" "	Hevenor, Mary,	" "
Smock, Louise M.,	" "	Henderson, Nora H.,	" "
Straub, Lizzie F.,	" "	Hutchins, Martha,	" "
Swackhamer, Mamie,	" "	Johnson, Ella,	" "
Silvers, Winnie C.,	" "	Morton, Emma,	" "
Wall, Lillie C.,	" "	Oliver, Belle M.,	" "
Wicker, Ada C.,	" "	Pullen, Gertrude S.,	" "
Watson, Mary J.,	" "	Perrine, Kate H.,	" "
Anderson, Nora A.,	Aug. 6th, 1892.	Rue, Emma,	" "
Ayers, Serena,	" "	Stadler, Mary,	" "
Ayers, Josephine,	" "	Snook, Louise M.,	" "
Adams, Marilla,	" "	Sullivan, Mary C.,	" "
Brown, Sarah T.,	" "	Straub, Lizzie F.,	" "
Blakeslee, Ida M.,	" "	Swackhammer, Minnie,	" "
Burnett, Margaret,	" "	Silvers, Winnie C.,	" "
Connor, Kate A.,	" "	Wall, Lillie C.,	" "
Carhart, Alice H.,	" "	Wicker, Ada C.,	" "
Cheeseman, Anna,	" "	Watson, Mary J.,	" "

MONMOUTH COUNTY.

FIRST GRADE.

Bergen, Laura K.,	May 6th, 1892.	Leary, Daniel,	May 6th, 1892.
Bedle, Maggie,	" "	Neal, Henry J.,	" "
Childs, Sarah W.,	" "	Rose, Jr., William,	" "
De Hart, Cora A.,	" "	Sayles, Hattie W.,	" "
Fountain, E. G.,	" "	Van Winkle, Annie,	" "
Heisley, Charles C.,	" "	Walker, Joseph W.,	" "

SECOND GRADE.

Allgar, Harriet A.,	May 6th, 1892.	Pyatt, Laura M.,	May 6th, 1892.
Apgar, Ida K.,	" "	Smith, E. A.,	" "
Bedle, Anna H.,	" "	Scudder, Isabelle,	" "
Casler, Adelle,	" "	Tomlinson, Cora,	" "
Cook, Minnie W.,	" "	Tierman, John,	" "
Champlin, Charles B.,	" "	Voorhees, Eva,	" "
Clayton, Dena,	" "	Welch, T. P.,	" "
Durell, Lizzie,	" "	Allen, Rebecca,	Aug. 5th, 1892.
Du Bois, Mary E.,	" "	Allen, Angie,	" "
Fountain, Helen,	" "	Asay, Ida H.,	" "
Gulick, Mary E.,	" "	Bernard, Alice,	" "
Hendrickson, Wm. R.,	" "	Dunham, Mary A.,	" "
Hendrickson, Ida,	" "	Heisley, Nellie,	" "
Hendrickson, Lydia M.,	" "	Le Quier, S. H.,	" "
Hendrickson, Susie M.,	" "	Newman, George W.,	" "
Lyon, A. L.,	" "	Newman, Edwin,	" "
Lufborrow, Linie,	" "	Robbins, Anna A.,	" "
Marcellus, Emma J.,	" "	Sterner, Henry W.,	" "
Murray, Thomas H.,	" "	Tierman, John,	" "
Miller, Jennie,	" "	Tilton, John C.,	" "
Morris, Girardus P.,	" "	Vandever, Mary C.,	" "

THIRD GRADE.

Apgar, Ida K.,	Nov. 28th, 1891.	Johnson, Ida L.,	Feb. 6th, 1892.
Brown, Sarah R.,	" "	Johnson, Lillian,	" "
Bedle, Anna H.,	" "	Jones, Jennie D.,	" "
Chenery, Serena E.,	" "	Laird, Annie,	" "
Casner, Frank,	" "	Leonard, George M.,	" "
Clayton, Elliott,	" "	Lufburrow, Linie,	" "
Durnell, Lizzie,	" "	Luqueer, Steven H.,	" "
Du Bois, Mary E.,	" "	Marcellus, Anzeletta,	" "
Disbrow, Irene E.,	" "	McClave, Lillian,	" "
Heisler, Mrs. Nellie,	" "	Nepran, Henry E.,	" "
Hendrickson, Ida,	" "	Nivison, Sara E.,	" "
Hannifen, Cornelius,	" "	Osborne, Frances,	" "
Ivins, Mahlon K.,	" "	Purnell, John W.,	" "
Morford, Maria L.,	" "	Thompson, W. J.,	" "
Marcellus, Emma J.,	" "	Warne, Bessie,	" "
Newman, George W.,	" "	Whitlock, A. A.,	" "
Pettis, Clara E.,	" "	Wooley, Elbert,	" "
Smart, Belle,	" "	Bloodgood, Mary E.,	Aug. 5th, 1892.
Scudder, Isabella,	" "	Brown, Sarah P.,	" "
Sherman, Lizzie,	" "	Clarkson, Mary E.,	" "
Sickles, Georgie,	" "	Field, Charlotte W.,	" "
Waters, Esther A.,	" "	Gravatt, Theo. E.,	" "
Welch, T. P.,	" "	Ivins, Mahlon K.,	" "
Allen, Angie,	Feb. 6th, 1892.	McCue, Cornelia,	" "
Brown, Lulu P.,	" "	Mitchell, Maud E.,	" "
Case, Lorinda,	" "	Newman, Hattie,	" "
Du Bois, Sarah A.,	" "	Polhemus, Emma L.,	" "
Finlay, Mary E.,	" "	Rowe, Ada,	" "
Goldsmith, Emma L.,	" "	Swan, Edith,	" "
Holloway, Emma A.,	" "	Trout, M. Elizabeth,	" "
Hough, Martha D.,	" "	Winter, W. J.,	" "
Ivins, Mahlon H.,	" "	Yates, R. Milton,	" "

MORRIS COUNTY.

FIRST GRADE.

Briant, Lena,	May 6th, 1892.	Moriarty, R. B.,	May 6th, 1892.
Sherill, Lena L.,	" "		

SECOND GRADE.

Bilderbeck, Ida M.,	May 6th, 1892.	Hopping, Louise B.,	May 6th, 1892.
Champion, Ella,	" "	Atwood, E. H.,	Aug. 6th, 1892.
Everett, R. M.,	" "	Beams, Elmer E.,	" "
Kase, Martha,	" "	Cumback, I. N.,	" "
Kincaid, Margaret,	" "	Langdon, Edwina,	" "
Meeker, M. E.,	" "	Marsh, Nettie E.,	" "
Trowbridge, Louise,	" "	Struble, Mary G.,	" "
Tyack, Laura,	" "		

THIRD GRADE.

Apgar, Roxie,	Nov. 28th, 1891.	Cumback, I. N.,	Feb. 6th, 1892.
Atwood, E. H.,	" "	Due, Immanuel,	" "
Anderson, Louise,	" "	Eaton, Chas. W.,	" "
Burrell, Lillie M.,	" "	Hopping, Louisa B.,	" "
Briant, Lena,	" "	Hollinshead, Lizzie,	" "
Budd, Anna B.,	" "	Hoffman, Kate L.,	" "
Everett, Russell M.,	" "	Johnson, O. K.,	" "
Eddy, Mary E.,	" "	Kase, Martha,	" "
Earl, Jennie C.,	" "	Kiser, N.,	" "
Gould, Emma V.,	" "	Lyon, Mary A.,	" "
Howell, Chrissie,	" "	Lanterman, Addie,	" "
Hinchman, Lesbia,	" "	Mutchler, Ameda,	" "
Hopper, Susan,	" "	Moriarty, Rich. B.,	" "
Langdon, Edwina R.,	" "	Mutchler, Ella,	" "
Linaberry, M. L.,	" "	Reilly, Addie M.,	" "
Meeker, Martha E.,	" "	Slack, Jennie,	" "
McCormick, Kittie A.,	" "	Sharp, Florence,	" "
Peppard, Minnie H.,	" "	Struble, Eliza,	" "
Ribbons, Eliza,	" "	Struble, Mary G.,	" "
Randolph, Roland,	" "	Thorp, Jennie,	" "
Runyon, I. S.,	" "	White, Addie C.,	" "
Stickle, Lillian,	" "	Burd, Grace,	Aug. 6th, 1892.
Stickle, Marie,	" "	Coe, Grace D.,	" "
Stackhouse, E. E.,	" "	Cope, H. E.,	" "
Struble, Mary G.,	" "	De Hart, Eva,	" "
Tyack, Laura,	" "	Earl, Jennie C.,	" "
Wortman, Louisa C.,	" "	Eaton, Chas. W.,	" "
Wallace, M. Millie,	" "	Keiser, Sallie F.,	" "
Wilcox, Cora A. B.,	" "	King, Mrs. Annie C.,	" "
Ayers, Kate,	Feb. 6th, 1892.	Scripture, H. M.,	" "
Bilderbeck, Ida M.,	" "	Stickle, Lillian,	" "
Coe, Carrie,	" "	Thomas, Cherrie B.,	" "

OCEAN COUNTY.

SECOND GRADE.

Anderson, A. R.,	May 6th, 1892.	Leming, Willella,	May 6th, 1892.
Carter, Lizzie,	" "	Nelson, George O.,	" "
Cox, Carrie L.,	" "	Polhemus, Anna L.,	" "
Downey, Mary,	" "	Polhemus, Edw. W.,	" "
Downey, Charles E.,	" "	Stewart, Lidie E.,	" "
Darrow, D. B.,	" "	Steelman, Julia F.,	" "
Darrow, P. W.,	" "	Tilton, Frank,	" "
Giberson, Lena E.,	" "	Brown, Orvie,	Aug. 6th, 1892.
Ivins, G. W.,	" "	Bennet, Ella May,	" "
Jordan, Mary A.,	" "	Mitchell, Laura,	" "
Kelly, Martha L.,	" "	Potter, Allie,	" "
Kelly, Josie E.,	" "		

SCHOOL REPORT.

THIRD GRADE.

Kelly, Julia,	Nov. 28th, 1891.	Cale, Julia,	Aug. 6th, 1892.
Kelly, Martha L.,	" "	De Bow, Hattie,	" "
Nelson, George O.,	" "	Egbert, Maggie,	" "
Quimby, Addie M.,	" "	Horner, Nellie J.,	" "
Stewart, Lidie E.,	" "	Hulshart, Maggie,	" "
Voigt, Gustav A.,	" "	Montgomery, Mamie,	" "
Brown, Vinnie,	Aug. 6th, 1892.	Sawkins, George,	" "
Brown, Kate,	" "	Thompson, Bertha,	" "
Crook, Alice,	" "		

PASSAIC COUNTY.

FIRST GRADE.

Higgins, Lelia M.,	May 6th, 1892.	Johnson, E. D.,	May 6th, 1892.
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SECOND GRADE.

Broderick, John,	May 7th, 1892.	Murphy, Michael J.,	May 7th, 1892.
Grundy, Absalom,	" "	Kent, Florence C.,	Aug. 6th, 1892.
Henry, Phoebe,	" "	Rude, Maggie B.,	" "

THIRD GRADE.

Beard, Mabel B.,	Nov. 28th, 1891.	Beard, Mabel B.,	Aug. 6th, 1892.
Brown, Charles B.,	" "	Brown, B. M.,	" "
Firth, Annie,	" "	Cahill, Lottie,	" "
Steele, Minnie C.,	" "	Cahill, Emma,	" "
Finn, Henrietta,	Feb. 6th, 1892.	Griffith, Miriam,	" "
Henry, Phoebe,	" "	Matthews, Velmer,	" "
Murphy, Michael,	" "	Scott, Grace Ellen,	" "
Nolan, Annie M.,	" "		

SALEM COUNTY.

FIRST GRADE.

Harris, Mary E.,	May 6th, 1892.	Shafer, Warren,	May 6th, 1892.
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SECOND GRADE.

Anderson, W. C.,	May 7th, 1892.	Jacobus, Ella,	Aug. 6th, 1892.
Garrison, Phebe,	" "	Lippincott, Prissie,	" "
Grier, Achsah,	" "	Pierpont, Ella,	" "
Holme, E. D.,	" "	Schaible, Cora,	" "
Robbins, Emma,	" "	Spear, Mary A.,	" "
Ditson, H. May,	Aug. 6th, 1892.	Smith, Carrie,	" "
Du Bois, Mary J.,	" "	Saddler, Mary R.,	" "
Dewelsbeck, Ella,	" "	Sickles, Dora M.,	" "
Edwards, Jno. W.,	" "	Shrowds, Sarah,	" "
French, Dora L.,	" "	Thompson, Sallie H.,	" "
Hall, Ida H.,	" "	Williams, Julia,	" "
Harris, Anna J.,	" "		

THIRD GRADE.

Davis, Lillie,	Nov. 28th, 1891.	Layton, J. U.,	Feb. 6th, 1892.
Green, Hannah,	" "	Lippincott, Prissie,	" "
Harris, Anna J.,	" "	Mickle, Benj.,	" "
Hubert, Mary V.,	" "	Nickerson, Josphine,	" "
Limekin, Anna H.,	" "	Pogue, Wilminna,	" "
Miller, Velma,	" "	Voute, Libbie H.,	" "
Smith, Fannie P.,	" "	Wauder, Elizabeth,	" "
Spear, Mary A.,	" "	Worrell, Fannie,	" "
Straughn, Florence,	" "	Anderson, W. C.,	May 6th, 1892.
Sharp, Jennie,	" "	Grier, Achsah,	" "
Warrington, Mary B.,	" "	Garrison, Phœbe,	" "
Williams, Julia,	" "	Holme, E. J.,	" "
Acton, Lucy F.,	Feb. 6th, 1892.	Robbins, Emma,	" "
Carpenter, Ida,	" "	White, Fay,	" "
Chase, Florence,	" "	Morrison, Anna,	Aug. 6th, 1892.
Green, Jos. R.,	" "	Nancy, Irelan,	" "
Huber, Anna,	" "	Kleine, Anna,	" "
Jay, Katie,	" "	Pancoast, Mary B.,	" "
Kille, Maggie,	" "	Patrick, Helena,	" "
Kinloch, Mame M.,	" "	Perry, Eliza,	" "
Layton, Sallie C.,	" "	White, Fay,	" "

SOMERSET COUNTY.

FIRST GRADE.

Ginn, Elizabeth R.,	May 7th, 1892.	Neer, Willett,	May 7th, 1892.
Holder, Jno. C.,	" "	Voorhees, Ada Y.,	" "
Mair, Rachel G.,	" "	Randolph, Carrie E.,	Aug. 6th, 1892.
McCoy, Emma A.,	" "		

SECOND GRADE.

Barkman, David,	May 7th, 1892.	Vroom, Minnie,	May 7th, 1892.
Cutter, Susan M.,	" "	Cole, Georgie,	Aug. 6th, 1892.
Dow, Mary E.,	" "	Higgins, Mrs. S. S.,	" "
Holder, Ella D.,	" "	Messenger, Jane E.,	" "
Huff, Lizzie D.,	" "	Reger, John F.,	" "
Johnson, Helga,	" "	Smith, Alice C.,	" "
Smith, Martha E.,	" "	Steele, Laura,	" "
Van Syckel, Bessie D.,	" "	Wright, Elizabeth,	" "

THIRD GRADE.

Cutter, Susan M.,	Nov. 28th, 1891.	Allen, Carrie E.,	Feb. 6th, 1892.
Cole, Georgie,	" "	Bolmer, Fannie G.,	" "
Compton, Addie I.,	" "	Bishop, Frank G.,	" "
Hoff, Lizzie D.,	" "	Barkman, David,	" "
Kellogg, Mary P.,	" "	Carkhuff, Minnie,	" "
Lane, Elizabeth E.,	" "	Holder, Ella D.,	" "
La Baw, M. Esther,	" "	Johnson, Helga,	" "
Steele, Laura,	" "	Layton, S. Addie,	" "

Shaw Belle C.,	Feb. 6th, 1892.	Goltra, Kate,	Aug. 6th, 1892-
Smith, Martha C.,	" "	Houston, Adeline,	" "
Stultz, Annie M.,	" "	Hummer, Ida,	" "
Smith, Alice C.,	" "	Martin, Jno. F.,	" "
Van Syckel, Bessie D.,	" "	Smith, Lizzie,	" "
Wright, Elizabeth,	" "	Stryker, Emma L.,	" "
Anderson, R. May,	Aug. 6th, 1892.	Van Middlesworth, Ella,	" "
Austin, Elizabeth G.,	" "	Wever, Cora L.,	" "
Coddington, Imogene P.,	" "	Walker, Mrs. Martha,	" "
Dobbs, Jno. F.,	" "		

SUSSEX COUNTY.

FIRST GRADE.

Connell, Ellen,	May 6th, 1892.	Shimer, Cora,	May 6th, 1892-
Morris, Emma,	" "	Stickle, Wilmot	" "

SECOND GRADE.

Bennett, Sarah,	May 6th, 1892.	Stickle, Edwin C.,	May 6th, 1892-
Creveling, Uhler,	" "	Van Etten, F. L.,	" "
De Kay, Cornelia L.,	" "	Brown, Sadie I.,	Aug. 6th, "
Hopper, Catherine,	" "	Bosch, Nellie V.,	" "
Hunt, Sarah B.,	" "	Farley, Sallie D.,	" "
Jones, Ella,	" "	Coykendall, M. D.,	" "
McDanolds, Ella,	" "	Middaugh, Lizzie,	" "
McGee, Sarah A.,	" "	Tillman, Laura,	" "
Northrop, M. Ellen,	" "	Van Why, Lissie,	" "

THIRD GRADE.

Beemer, Harry,	Nov. 28th, 1891.	Coyle, Kate A.,	Feb. 6th, 1892-
Cole, Thomas J.,	" "	Current, Georgie,	" "
Clark, Robert M.,	" "	Cole, Annie,	" "
Farley, Sallie D.,	" "	Current, Mamie,	" "
Gillson, Mame,	" "	Coss, Libbie,	" "
Hopper, Catherine,	" "	Crawley, Ellen A.,	" "
Jones, Ella,	" "	Cartright, Everett,	" "
Norman, Nellie B.,	" "	Down, Louise,	" "
Price, Emma,	" "	Depue, Alonzo,	" "
Pierce, Helen A.,	" "	Dennis, Maggie F.,	" "
Potter, Carrie A.,	" "	Falkner, May A.,	" "
Reed, Flora A.,	" "	Fuller, Fannie E.,	" "
Robbins, Carrie,	" "	Farber, Lizzie A.,	" "
Shuster, E. D.,	" "	Gariss, Fletcher S.,	" "
Stickle, Edwin,	" "	Hyatt, Alice,	" "
Smith, M. Etta,	" "	Hill, Frank,	" "
Van Etten, F. D.,	" "	Hiles, Sallie,	" "
Wintamute, Bertha K.,	" "	Hopper, Catherine,	" "
Aber, Eva,	Feb. 6th, 1892.	Hyde, Lizzie C.,	" "
Brown, Sadie I.,	" "	Jones, M. Eva,	" "
Bennett, Sarah,	" "	Kithcart, Anna,	" "
Bloom, Alvah J.,	" "	Losey, Asa W.,	" "

Middaugh, Lizzie,	Feb. 6th, 1892.	Hollinshed, Lizzie,	Aug. 6th, 1892.
Morris, Norma C.,	" "	Hough, Eva,	" "
Munson, Hattie,	" "	Hetzel, Maggie,	" "
Northrup, M. Ellen,	" "	Layton, Millie F.,	" "
Runion, May D.,	" "	Martin. Mrs. Myra E.,	" "
Ryerson, John D.,	" "	Northrup, Simon P.,	" "
Snover, Fred. W.,	" "	Opdyke, Florence M.,	" "
Van Orden, Bertha,	" "	Pettit, Laura,	" "
Van Etten, F. L.,	" "	Randolph, Emma J.,	" "
Wyker, Margery,	" "	Sampson, Maggie,	" "
Brink, Nellie,	Aug. 6th, 1892.	Smalley, Emily E.,	" "
Bell, Alice,	" "	Struble, Emma,	" "
Brown, Charles B.,	" "	Snover, Fred.,	" "
Dennis, Maggie F.,	" "	Wyker, Marjory,	" "
Decker, Mrs. Sophie,	" "	Wood, Harry,	" "
Gillson, Mame,	" "	Young, Beatrice,	" "
Hiles, Sallie,	" "		

UNION COUNTY.

FIRST GRADE.

Banks, C. W. P.,	May 7th, 1892.	Merrick, Julia,	May 7th, 1892.
Cowles, Emma M.,	" "	White, Lydie H.,	" "
Crane, Thos. P.,	" "	Wood, Gussie E.,	" "
Earle, Anna M.,	" "		

SECOND GRADE.

Allen, Saisie E.,	May 7th, 1892.	Putnam, May,	May 7th, 1892.
Burd, Lizzie H.,	" "	Reimer, Fannie,	" "
Griggs, Lottie B.,	" "	Wright, Henry C.,	" "
Howard, Jessie A.,	" "	Bonnell, Mary C.,	Aug. 6th, 1892.
Harned, Luther M.,	" "	Whitehead, Minnie,	" "
Knapp, E. Fred.,	" "		

THIRD GRADE.

Burd, Lizzie H.,	Nov. 28th, 1891.	Howell, Florence M.,	Feb. 6th, 1892.
Lyon, Madeline,	" "	Johnson, Alice F.,	" "
Reed, A. Wellington,	" "	Lacy, May R.,	" "
Wadsworth, Edith,	" "	McIntosh, Georgia,	" "
Baker, Ella,	Feb. 6th, 1892.	Weldon, Adelaide,	" "
Bagley, Agnes,	" "	Weldon, Blanche L.,	" "
Bonnell, May C.,	" "	Osborn, G. Henry,	Aug. 6th, 1892.

WARREN COUNTY.

FIRST GRADE.

Andrews, Annie B.,	May 7th, 1892.	Howell, H. Budd,	May 7th, 1892.
Beers, Lewis O.,	" "	Hager, Anna E.,	" "
Bennett, Anna M.,	" "	Lamb, Allie,	" "
Bennett, Sadie C.,	" "	McCain, James S.,	" "
Clickner, Minnie E.,	" "	Pierson, Nettie E.,	" "
Ditton, Anna M.,	" "	Pilgrim, Y. C.,	" "
Ewing, Nella,	" "	Rearner, Lillian,	" "
Flynn, Mary,	" "	Walsh, Bridgie,	" "
Frame, Christiana,	" "		

SECOND GRADE.

Cline, E. Frank,	May 6th, 1892.	Brands, Wilbert,	Aug. 6th, 1892.
Dull, M. Agnes,	" "	Crane, Nellie H.,	" "
Decker, Bertha,	" "	Caviston, Anna.,	" "
Gibney, Annie J.,	" "	Forner, N. J.,	" "
Henry, David N.,	" "	Foster, Mame L.,	" "
Kellogg, Laura,	" "	Ketcham, Lulu,	" "
Larue, Isaac N.,	" "	Lance, John B.,	" "
O'Bryan, Kate A.,	" "	McCarmody, Alice,	" "
Schlabach, Flora E.,	" "	Osterstock, Henry W.,	" "
Stone, Mary,	" "	Towner, N. J.,	" "
Stewart, Cora A.,	" "	Van Kirk, Minerva,	" "
Ward, Jessie,	" "	Vough, Celia,	" "

THIRD GRADE.

Coogan, Lizzie,	Nov. 28th, 1891.	Carling, Flora,	Aug. 6th, 1892.
Ditton, Anna M.,	" "	Cullen, Lucy,	" "
De Witt, Ida C.,	" "	Chalmers, Lucy,	" "
Jones, Charles S.,	" "	Castner, Mattie,	" "
Lanning, Lizzie,	" "	Larison, Ella,	" "
Phipps, Ella,	" "	Maloney, May E.,	" "
Prendergast, Kate,	" "	Parson, C. E.,	" "
Smith, George,	" "	Stevenson, Anna H.,	" "
Shipman, Isabelle,	" "	Thompson, Lola,	" "
Walsh, Bridgie,	" "	Willever, Beulah E.,	" "
Anderson, Ella U.,	Aug. 6th, 1892.	Yocum, Sue L.,	" "

In the table below is shown the number of certificates of each grade held by teachers in the several counties.

COUNTIES.	STATE CERTIFICATES.			COUNTY CERTIFICATES.			CITY CERTIFICATES.			Special certificates.
	First grade.	Second grade.	Third grade.	First grade.	Second grade.	Third grade.	First grade.	Second grade.	Third grade.	
Atlantic.....	3	5	7	41	36	21	.....	.....	3	12
Bergen.....	12	19	39	31	40	15	.....	.....	.....	.....
Burlington.....	6	18	17	38	52	70	.....	.....	.....	.....
Camden.....	31	10	10	17	30	35	23	42	99	.....
Cape May.....	5	3	6	9	8	16	.....	.....	.....	.....
Cumberland.....	7	2	5	24	35	37	8	14	37	.....
Essex.....	38	21	13	17	45	89	467	.....	.....	.....
Gloucester.....	5	10	8	18	32	50	.....	.....	.....	.....
Hudson.....	50	19	5	19	32	40	387	151	27	7
Hunterdon.....	7	13	5	32	59	35	.....	.....	.....	.....
Mercer.....	10	37	14	4	15	44	93	.....	6	1
Middlesex.....	7	5	10	17	18	67	53	7	1	.....
Monmouth.....	8	23	18	47	79	68	1	.....	.....	.....
Morris.....	16	6	5	20	41	71	21	.....	.....	.....
Ocean.....	1	3	5	11	33	28	.....	.....	.....	.....
Passaic.....	6	6	14	19	23	23	24	70	135	.....
Salem.....	4	7	3	11	29	38	20	.....	.....	.....
Somerset.....	4	4	14	20	39	28	.....	.....	.....	.....
Sussex.....	2	3	4	20	32	61	.....	.....	.....	.....
Union.....	13	11	8	18	17	22	82	44	.....	2
Warren.....	5	7	1	45	60	41	.....	.....	.....	.....
Total.....	240	232	211	478	755	899	1,179	328	308	14

Comparing the foregoing with the statistics of last year, there is an increase in State certificates held of 2 first grade certificates, 44 second grade and 50 third grade. In county certificates there is an increase of 5 first grade certificates, 29 second grade, and a decrease of 113 third grade. Of city certificates there was a decrease of 57 first grade, an increase of 148 second grade and an increase of 15 third grade. Of special certificates there was an increase of 1 only.

STATE ASSOCIATION OF SCHOOL SUPERINTENDENTS.

The school law of the State provides for an organization of county and city superintendents, known as above. This association is required by law to meet annually at such times and places as the State Board of Education may appoint, and at such other times as they may agree upon. During the year this body has been called together on two occasions only, once in September, to arrange for the holding of the county teachers' institutes, and again in October, to discuss the best means for securing a creditable State school exhibit for the World's Columbian Exposition and other general matters pertaining to school administration. Both meetings were fairly well attended by county superintendents, but only a few city superintendents were present.

It is conceded that this association, established by law for a distinct purpose, with the State Superintendent of Public Instruction as its ex-officio President, has never fully realized the benefits to be fairly expected of it. Representing, as it does, one entire side of the school system of the State, to wit, that of supervision, it should exert an influence greater than all others upon the organization and administration of the schools of the State.

Whether the original intent of the law providing for this association was to enable the State Superintendent to get his instructions directly before his associate superintendents, or whether to establish a deliberative body for the discussion of educational questions, I am unable to say. It would seem, however, that the highest educational interests of the State demand that the association be made a deliberative body, holding its meetings at stated periods, say quarterly, for the full and free discussion of all important questions bearing on the condition and needs of the schools.

Such meetings to be of any great value should be made to extend through one whole day and evening at least, in order to give ample time for the full consideration and discussion of any proposed question or measure. I know of no other school agency that would be likely to yield more immediate and profitable results.

KINDERGARTEN.

Among the most recent innovations witnessed in the public schools of the country the kindergarten is perhaps the most important. As a system it aims to provide suitable tuition and training for children from four to six years of age, too young in general to enter upon the curriculum provided by most of our elementary schools. Without attempting an explanation of its distinctive aims and methods, I will say simply that it differs from current primary school training in laying little stress upon cultivating a knowledge of reading and of numbers, but confines itself to a systematic development of the observing powers and a corresponding facility in expression. Not the least important, moreover, is its remarkable adaptation for the development in the child of a moral sense. As a means of preparation for the ordinary elementary school curriculum it stands unrivaled. It is asserted by those who through experience with its workings are competent to pass a judgment thereon that the kindergarten training shortens materially the time necessary to complete the usual primary and grammar school course of study. Aside, then, from the fact that the training itself is of almost incalculable value, its general introduction would become an economy to the State which is called upon to provide instruction through the whole period of the school age.

Its chief merit, however, is not to be ascribed to its economic value in the foregoing sense, but to its remarkable adaptation to the age and environments of the child to develop those incipient powers that begin to display themselves at the age of four to six years.

No more pitiable sight is to be witnessed than that of little children of the kindergarten age, deprived of pleasant homes and careful nurture, spending the hours of the day upon the sidewalks and in the streets of our large cities. To these the kindergarten is a boon of inexpressible joy and of incalculable value.

Much of the early training of the elementary schools is directed to the uprooting of vicious habits acquired in these years of evil tuition in homes of ignorance, if not of vice, and in the baneful companionship of the sidewalks and gutter.

Remarkable as it may appear, however, the kindergarten is of hardly less value to the children of the rich than to those of the poor, the ignorant and the vicious. It provides a little cosmos wherein rich and poor meet on equal terms. It aims to cultivate besides the intellectual powers the nice perceptions of right, justice and equality at an age when the moral sense is most easily fashioned and directed. At an age when distinctions of right and wrong, if not intellectually perceived, are nevertheless clearly felt and indelibly impressed, the child life is given a direction and impetus that will save it often the danger of subsequent contamination.

It is my pleasant duty to report that the growth and extension of the kindergarten idea in the State of New Jersey, though somewhat slow, is none the less steady and hopeful. In thirteen of the twenty-one counties of the State it has gained a foothold.

True, in a number of cases the kindergarten training introduced is not the true kindergarten, but what is known as mixed kindergarten, including more or less of ordinary primary instruction; but in all the counties mentioned it is recognized as a part of the school system. The whole number of children in attendance at the date of this report was 4,300. This, however, is an excessive estimate, since it includes besides those who are being taught in the kindergarten proper many in the so-called mixed kindergartens, wherein the principal stress is laid upon the ordinary elementary school instruction. A careful estimate of the number of children attending the real kindergarten would not exceed 1,500, it is likely.

The minimum age at which children are received into these kindergartens is five years. The State law, which fixes the school age at 5 to 20 years, inclusive, prohibits the attendance of children of a lesser age. In order, therefore, to encourage the establishment of more kindergartens, and to enable them to accomplish their best service, some legislation is needed.

As to the cost of the kindergartens now being maintained, no satisfactory statistics are at present attainable. It is encouraging to know

that in the cities and school districts where the kindergarten has been longest in operation it is most highly appreciated.

Below will be found a list of the places in the State which report the maintenance of kindergarten schools :

Atlantic County.....	Egg Harbor City.
Bergen County.....	Englewood, New Barbadoes (three schools), Woodridge, Carlstadt, Leonia, Rutherford and Ridgewood.
Camden County.....	Haddonfield.
Cumberland County...	Vineland and Bridgeton.
Essex County.....	Montclair, Bloomfield, East Orange, Belleville, Franklin, South Orange, West Orange, Orange and Newark.
Gloucester County.....	Woodbury.
Hudson County.....	Jersey City and Bayonne.
Mercer County.....	Trenton.
Morris County.....	Morristown.
Passaic County.....	Passaic.
Salem County.....	Pennsgrove.
Sussex County.....	Newton.
Union County.....	Plainfield and Rahway.

SCHOOL LIBRARIES.

A larger number of districts have established libraries during the past year than for some years preceding.

The whole amount appropriated from the State school fund for this purpose for the year 1891-92 was \$4,790.

The law respecting the establishment and maintenance of school libraries is, viz.:

“The treasurer of the school fund, upon the order of the State Superintendent of Education, is hereby authorized and directed to pay over the sum of twenty dollars out of the income of the school fund, to every public school for which there shall have been raised by subscription or entertainment a like sum for the same purpose, to establish in such school a school library, and to procure philosophical and chemical apparatus; and the further sum of ten dollars annually, upon a like order, to the said public school, upon condition that there shall have been raised by subscription or entertainment a like sum for such year, for the purposes aforesaid.” (School law, p. 67, Sec. 190.)

Under this act 1,061 libraries in all have been established. For their support there has been paid to date out of the school fund the sum of \$46,560.

In order to enable libraries that had failed for any cause to receive an annual appropriation, the following supplement to the library act was passed by the last Legislature :

A Supplement to an act entitled "An act to establish a system of public instruction" (Revision), approved March twenty-seventh, one thousand eight hundred and seventy-four.

1. BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey*, That in case any public school in this state shall (after the date of the establishment of a school library therein) have neglected in any year or years to raise by subscription or entertainment the sum of ten dollars annually, for the establishment and maintenance in such school of a school library, and to procure philosophical and chemical apparatus, and such school shall in consequence have failed to receive from the treasurer of the school fund, upon the order of the state superintendent of education, the sum of ten dollars in any such year or years, for the purposes aforesaid, the treasurer of the school fund, upon the order of the state superintendent of education, is hereby authorized and directed to pay over to said school out of the income of the school fund the sum of ten dollars for each year during which such school shall have so neglected to raise by subscription or entertainment a like sum, for the purposes aforesaid, provided that within one year from the passage of this act there shall have been raised for such public school by subscription or entertainment a like sum for each of such years, for the purpose aforesaid; *and further provided*, that the amount to be paid any one school district under this act shall not exceed forty dollars; *and provided further*, that the total amount expended under the provisions of this act shall not exceed the sum of one thousand dollars.

The provisions of this act were promptly taken advantage of by many school districts, especially those of Bergen county, whose energetic superintendent took immediate steps to bring the measure to the knowledge of his several districts, and to secure their active co-operation. Of the \$1,000, which was the limit to the amount to be distributed, Bergen county secured \$810. It is recommended that the Legislature re-enact the same law, amending it, however, so as to make the annual appropriation of \$1,000 perpetual. This will give other counties of the State an opportunity to imitate the example of Bergen county, and put their district libraries upon a better basis.

There are two matters about which I wish particularly to speak in this connection :

I. *The selection of books.* The law requires that the books selected shall be approved by the board of school trustees of the district. This is well so far as it goes; but too few trustees are able to make a wise selection. Left to the teacher, the books selected are too frequently those of little or ephemeral value, and which serve rather to dissipate interest in the school than to enhance it. It is for this reason that so many teachers do not favor school libraries; pupils spend their evenings reading comparatively worthless trash when they should be studying. This criticism is never a valid one where the books are well chosen and wisely distributed. Of recent years the quantity of valuable literature of all kinds for children and youth has become so great that no difficulty need be experienced in providing enough to satisfy the wants of all classes of readers without resort to any books

of an inferior kind. Books of biography, history, science, travels, &c., are now to be had in such instructive form that all children and youth will read and become interested. Fiction of the proper kind is by no means to be deprecated. On the contrary, no kind of reading is more healthful, provided it is not made the pupil's whole literary diet, as is too frequently the case.

To teach the pupil to recognize the beautiful in literature, and especially in poetry and fiction, should be one of the aims of every good teacher.

A love for good literature, together with the habit of regular and systematic reading, if acquired in school, will be worth more to the majority of pupils than all else the school can by any possibility give them.

How absurd to spend years in teaching children how to read, and meanwhile to cultivate in them no taste for reading, no power to distinguish good literature from bad, and no knowledge of what to read.

II. *The management of the library.* It too frequently happens that a library, when once carefully selected, becomes comparatively valueless through the ignorance and carelessness of the teacher in making use of it. The following suggestions should therefore receive consideration :

1. The library should be carefully housed, cased, labeled, catalogued and looked after.

2. The teacher or some competent person should be made librarian, and required to assume all the responsibility of preserving books from injury, of distributing and collecting them.

3. Rules concerning the manner of distribution, time a book may be held, responsibility for its safe return, &c., should be made, printed and pasted on the cover of each book.

4. These rules should be scrupulously observed and the library made an object of respect and love rather than of indifference or aversion. Teach a child to love a good book and to take good care of it. He will be doubly benefited thereby.

5. Before closing school at the end of a term, or before a change of librarian at any time, a careful inventory of all the books should be made, and a report thereof filed with the district clerk. If the teacher is the librarian, such report should be required by the trustees prior to the final payment of salary.

The State of New Jersey has been reasonably liberal for several years in aiding districts in the establishment of school libraries. It is to be hoped that the benefits of such liberality will not be dissipated by a careless selection of books and a failure to use them to the best advantage.

The number of school libraries that have been established in the several counties of the State and the total number of volumes last reported will be found in Table XX.

. PAYMENTS TO SCHOOL LIBRARIES.

The following payments have been made to school libraries during the year, exclusive of the payments made under the act of 1892:

ATLANTIC COUNTY.			Dist. No. 45.....	\$10 00
Dist. No. 5.....	\$10 00		" 46.....	20 00
" 15.....	10 00		" 48.....	20 00
" 16.....	10 00		" 49.....	20 00
" 17.....	10 00		" 50.....	10 00
" 18.....	10 00		" 51.....	20 00
" 19.....	10 00		" 52.....	10 00
" 47.....	10 00		" 53.....	20 00
BERGEN COUNTY			" 54.....	20 00
Dist. No. 1, School No. 1.....	\$10 00		" 55.....	10 00
" 1, " 2.....	20 00		" 56.....	10 00
" 2, " 1.....	10 00		" 58.....	10 00
" 2, " 2.....	10 00		" 59.....	10 00
" 4.....	10 00		" 61.....	10 00
" 4½.....	20 00		" 63.....	10 00
" 5.....	10 00		" 64.....	20 00
" 6.....	10 00		" 65.....	20 00
" 7, School No. 1.....	10 00		" 66.....	20 00
" 7, " 2.....	20 00		" 67.....	20 00
" 8.....	10 00		" 68.....	20 00
" 9.....	20 00		" 69.....	20 00
" 11.....	10 00		BURLINGTON COUNTY.	
" 12.....	10 00		Dist. No. 22.....	\$10 00
" 15.....	10 00		" 29, Moorestown Sch,	10 00
" 16.....	10 00		" 29, Stanwick School,	20 00
" 17.....	10 00		" 41.....	10 00
" 19.....	10 00		CAMDEN COUNTY.	
" 21.....	10 00		Dist. No. 32.....	\$20 00
" 21½.....	10 00		" 46.....	20 00
" 22.....	10 00		CAPE MAY COUNTY.	
" 25.....	10 00		Dist. No. 13.....	\$10 00
" 26.....	10 00		" 23.....	20 00
" 27.....	10 00		" 29.....	10 00
" 28.....	10 00		CUMBERLAND COUNTY.	
" 29.....	10 00		Dist. No. 7.....	\$10 00
" 30.....	10 00		" 12.....	10 00
" 31.....	10 00		" 17.....	10 00
" 33.....	10 00		" 22.....	10 00
" 33½.....	10 00		" 39.....	10 00
" 34.....	20 00		" 62, School No. 1.....	10 00
" 35.....	20 00		" 62, " 2.....	10 00
" 35½.....	10 00		" 62, " 3.....	10 00
" 36.....	10 00		" 62, " 4.....	10 00
" 37.....	10 00		" 62, " 5.....	10 00
" 39, School No. 1.....	10 00		" 62, " 6.....	10 00
" 40.....	10 00		" 62, " 7.....	10 00
" 41.....	10 00			
" 42.....	10 00			
" 42½.....	10 00			

ESSEX COUNTY.

Dist. No. 4, School No. 1	\$10 00	Dist. No. 13, School No. 4	\$10 00
" 4, " 2	10 00	" 13, " 8	10 00
" 4, " 3	10 00	" 13, " 10	10 00
" 7, Centre Gramm'r,	10 00	" 13, " 11	10 00
" 7, Berkely	10 00	" 13, " 12	10 00
" 7, Brookside	10 00	" 13, " 14	10 00
" 7, Centre Gramm'r,	10 00	" 13, " 20	10 00
" 8, School No. 1	10 00	" 13, " 22	20 00
" 8, " 2	10 00	" 15, " 3	10 00
" 8, " 3	20 00	" 17, " 3	20 00
" 10	10 00		
" 12	10 00		
" 15	10 00		
" 28	10 00		
" 29	20 00		
" 42	10 00		
" 43, Burnet Street	10 00		
" 43, Lawrence Street,	10 00		
" 43, Newton Street	10 00		
" 43, Camden Street	10 00		
" 43, Webster Street	10 00		
" 43, Franklin Street	20 00		
" 43, Walnut Street	10 00		
" 43, South Eighth St.,	10 00		
" 43, Hamburg Place	10 00		
" 43, Eighteenth Ave.,	10 00		
" 43, Central Avenue	10 00		
" 44, High	10 00		
" 44, School No. 2	10 00		
" 44, School No. 3	10 00		
" 44, School No. 5	10 00		
" 45, High	20 00		
" 45, Eastern	10 00		
" 45, Ashland	10 00		
" 45, Franklin	10 00		
" 45, Elmwood	20 00		

GLOUCESTER COUNTY.

Dist. No. 1, School No. 1	\$10 00
" 1, " 2	10 00
" 1, " 3	10 00
" 1, " 4	10 00
" 1, " 5	10 00
" 1, " 6	10 00
" 5	10 00
" 24	10 00
" 31, Swedesboro Sch.,	10 00
" 43, School No. 1	10 00
" 43, " 2	10 00
" 66	10 00

HUDSON COUNTY.

Dist. No. 6	\$10 00
" 8	10 00
" 13, School No. 2	10 00

HUNTERDON COUNTY.

Dist. No. 19	\$10 00
" 32	10 00
" 50	10 00
" 56	10 00
" 61	10 00
" 67	10 00
" 74	10 00
" 75	10 00
" 87	10 00
" 98	10 00
" 100	20 00
" 108, School No. 1	10 00

MERCER COUNTY.

Dist. No. 11	\$10 00
" 15	10 00
" 19, Jos. Wood	10 00
" 19, Girard Ave	20 00
" 19, Washington	20 00
" 43	20 00
" 52	10 00

MIDDLESEX COUNTY.

Dist. No. 2	\$10 00
" 6	20 00
" 10	10 00
" 15	10 00
" 22	10 00
" 28	20 00
" 31	10 00
" 38	10 00
" 39	10 00
" 40	20 00
" 41	20 00
" 42	10 00
" 54	10 00
" 57	10 00
" 73, Livingston Ave.	10 00
" 73 Bayard	10 00
" 73 Carman	10 00
" 73 Guildin	10 00
" 73 Hale	10 00
" 73 French	10 00
" 74	10 00

MONMOUTH COUNTY.

Dist. No. 48.....	\$10 00
" 49.....	10 00
" 51.....	10 00
" 60.....	10 00
" 63.....	10 00
" 74.....	10 00
" 75, School No. 1.....	10 00
" 75, " 2.....	10 00
" 85, High.....	10 00
" 85, School No. 1.....	10 00
" 85, " 2.....	10 00
" 85, " 3.....	10 00
" 85, " 4.....	10 00
" 85, " 5.....	10 00
" 85, " 6.....	10 00
" 85, " 7.....	20 00
" 87.....	10 00
" 90½, School No. 1.....	10 00
" 90½, " 2.....	10 00
" 90½, " 3.....	10 00
" 90½, " 4.....	20 00
" 95.....	10 00
" 104.....	10 00

MORRIS COUNTY.

Dist. No. 1.....	\$10 00
" 13.....	10 00
" 33½.....	10 00
" 44.....	10 00
" 60.....	20 00
" 75.....	10 00
" 79.....	10 00
" 81, East Madison.....	10 00
" 95, School No. 1.....	10 00
" 95, " 2.....	10 00
" 105.....	10 00
" 111.....	20 00

OCEAN COUNTY.

Dist. No. 9.....	\$20 00
" 14.....	10 00
" 31.....	10 00
" 55.....	20 00

PASSAIC COUNTY.

Dist. No. 2.....	\$10 00
" 3.....	10 00
" 12.....	10 00
" 19.....	10 00
" 35, High.....	10 00
" 35, School No. 10.....	10 00
" 37.....	10 00
" 38.....	10 00

SALEM COUNTY.

Dist. No. 13.....	\$20 00
" 26, School No. 1.....	10 00
" 26, " 2.....	10 00
" 26, " 3.....	10 00
" 44.....	10 00
" 55.....	10 00
" 71.....	20 00

SOMERSET COUNTY.

Dist. No. 7.....	\$10 00
" 11.....	10 00
" 13.....	10 00
" 15.....	20 00
" 19.....	10 00
" 35½.....	20 00
" 50.....	10 00
" 54.....	10 00
" 67.....	20 00

SUSSEX COUNTY.

Dist. No. 43.....	\$10 00
" 44.....	20 00
" 59.....	10 00
" 117.....	10 00

UNION COUNTY.

Dist. No. 4.....	\$10 00
" 5, High.....	10 00
" 5, School No. 1.....	10 00
" 5, " 2.....	10 00
" 5, " 4.....	10 00
" 5, " 5.....	10 00
" 7, Franklin.....	10 00
" 12, Stillman.....	10 00
" 12, Washington.....	10 00
" 12, Bryant.....	10 00
" 12, Franklin.....	10 00
" 12, Irving.....	20 00
" 14.....	10 00
" 18.....	10 00
" 22.....	10 00
" 23.....	10 00
" 25.....	10 00

WARREN COUNTY.

Dist. No. 2.....	\$20 00
" 15.....	20 00
" 17.....	10 00
" 32.....	10 00
" 33.....	10 00
" 36.....	10 00
" 52.....	10 00
" 67.....	10 00

The following payments were made for school library purposes under the act of 1892, authorizing the appropriation to be paid to all districts which had established libraries and which had neglected to apply for the State aid each year since the date of establishing such libraries :

BERGEN COUNTY.		HUNTERDON COUNTY.		
Dist. No.	1, School No. 1	\$40 00	Dist. No. 61.....	\$40 00
"	2, " 1.....	20 00		
"	4.....	20 00	MIDDLESEX COUNTY.	
"	6.....	40 00	Dist. No. 22.....	\$20 00
"	7, School No. 1.....	40 00		
"	11.....	40 00	MONMOUTH COUNTY.	
"	12.....	40 00	Dist. No. 92.....	\$40 00
"	13.....	20 00		
"	15.....	10 00	MORRIS COUNTY.	
"	18.....	20 00	Dist. No. 13.....	\$10 00
"	29.....	40 00		
"	30.....	40 00	PASSAIC COUNTY.	
"	31.....	20 00	Dist. No. 13.....	\$20 00
"	32.....	40 00		
"	33.....	10 00	SOMERSET COUNTY.	
"	33½.....	40 00	Dist. No. 13.....	\$10 00
"	35½.....	40 00		
"	36.....	40 00	UNION COUNTY.	
"	37.....	20 00	Dist. No. 14.....	\$40 00
"	40.....	40 00		
"	41.....	20 00	WARREN COUNTY.	
"	42.....	10 00	Dist. No. 52.....	\$10 00
"	44.....	20 00		
"	55.....	30 00		
"	56.....	40 00		
"	61.....	40 00		
"	63.....	30 00		

From the above it appears that, exclusive of the payments made under the act of 1892, two hundred and eighty-two payments were made to school libraries during the year. Of this number, fifty-two were to schools which had not heretofore applied for the State aid. The \$1,000 appropriated by the State under the act of 1892 was divided among thirty-five schools.

ARBOR DAY.

The observance of Arbor Day by the schools of the State has become not only quite general, but the character and results of the observance are becoming, year by year, more practical and profitable as the aims are better understood.

Besides literary exercises, designed to instill in the minds of children and youth a love and appreciation of nature and a knowledge of some of her less familiar phases, there should always be more or

less tree and shrub-planting. This is, indeed, the favorable time of the year for improving and ornamenting the school grounds, which, too often, are allowed to be bare and unattractive.

In the cities, tree and shrub-planting may be impracticable in the immediate vicinity of the school buildings or upon the school grounds. So, also, in some country districts, where trees and shrubs are found in sufficient abundance, this feature of the day's observance can be safely neglected.

Under such circumstances, the exercises must derive their greatest benefit in developing in children a love for nature through the medium of whatever material is available. The tree, shrub and flower are the natural objects most generally accessible, and these may be made the basis of much practical instruction.

The various kinds of trees, especially native trees, their habits, their adaptation to climate, the best methods of tree-setting and grafting, how trees should be cared for, their enemies in the animal kingdom and how to guard against them, uses of trees, &c., are all topics that should be carefully studied, written upon and talked about by both teachers and pupils.

Most of all, the moral and æsthetic side of the day's observance should not be neglected. Here, after all, lies its chiefest value. Who can tell the marvelous effect of a beautiful poem or prose description to mould the life and conduct of the child?

Hence I would most strongly recommend that both the utilitarian and the moral-æsthetic elements should be found in the day's programme.

The State law requires that each county and city superintendent should prepare a suitable programme for the use of all the schools in their several jurisdictions. To what extent the law has been complied with I am not able at the present time to state.

Much credit is due the superintendent of Bergen county, Mr. John Terhune, for the great amount of labor, time and money he has devoted to this work. For a number of years he has prepared and printed, at his own expense, most elaborate Arbor Day programmes, that are unexcelled both in literary excellence and practical value.

They have been widely circulated throughout the country, and have received the highest commendation from school officers everywhere.

Other programmes of great merit have been prepared by school officers, many of which are on file in this office. Superintendent H. B. Howell, of Phillipsburg, issued to the schools of his city a programme of unusual excellence. Superintendent Haas, of Burlington county, and Superintendent Cooper, of Morris county, also prepared programmes of great merit for their respective counties.

It is to be hoped that so long as the Arbor Day act remains upon the statute-books of the State its observance will continue to be characterized by all the enthusiasm that has hitherto been manifested.

COLUMBUS DAY.

In common with the public schools of nearly every State of the Union, the schools of New Jersey celebrated Columbus Day, October 21st, 1892, in an appropriate manner. This was in accordance with the following proclamation by the Governor of the State, issued August 20th, 1892:

PROCLAMATION BY THE GOVERNOR.

WHEREAS, By a joint resolution, approved June 29th, 1892, it was resolved by the Senate and House of Representatives of the United States of America, in Congress assembled:

"That the President of the United States be authorized and directed to issue a proclamation recommending to the people the observance in all their localities of the 400th anniversary of the discovery of America, on October 21st, 1892, by public demonstration and by suitable exercises in their schools and other places of assembly;"

And whereas, the President of the United States, in pursuance of said authority, did, on the 21st of July, 1892, issue his proclamation;

And whereas, the Executive Committee of the National Columbian Public School Celebration has urged the issuing of proclamations by the Governors of the several States, recommending the people to observe said day for the purposes set forth in said joint resolution of Congress;

Now, therefore, I, Leon Abbett, Governor of the State of New Jersey, in order to carry out the purposes of said resolution, do hereby recommend that October 21st, 1892, be observed by the people of this State as a general holiday; that our citizens cease from toil and devote themselves on that day as far as possible to such exercises in their schools and other places of assembly as will properly celebrate the day and carry out the purposes of said resolution.

In witness whereof I have hereunto set my hand and caused the great
[L. S.] seal of the State to be hereunto affixed, at Trenton, this
twentieth day of August, eighteen hundred and ninety-two.

LEON ABBETT.

By the Governor.

HENRY C. KELSEY,
Secretary of State.

No special State programme was issued for the occasion, but the official programme prepared by the Executive Committee of the National Superintendents' Association was recommended for adoption.

The following is the outline of the official programme:

OFFICIAL PROGRAMME—THE NATIONAL PUBLIC SCHOOL CELEBRATION OF
COLUMBUS DAY, OCTOBER 21ST, 1892.

1. READING OF THE PRESIDENT'S PROCLAMATION,
By the Master of Ceremonies.

THE PROCLAMATION.

WHEREAS, by a joint resolution approved June 29th, 1892, it was resolved by the Senate and House of Representatives of the United States of America in Congress assembled, "That the President of the United States be authorized and directed to issue a proclamation recommending to the people the observance in all their localities of the four hundredth anniversary of the discovery of America, on October 21st, 1892, by public demonstrations and by suitable exercises in their schools and other places of assembly ;"

Now therefore, I, Benjamin Harrison, President of the United States of America, in pursuance of the aforesaid joint resolution, do hereby appoint Friday, October 21st, 1892, the four hundredth anniversary of the discovery of America by Columbus, as a general holiday for the people of the United States. On that day let the people, so far as possible, cease from toil and devote themselves to such exercises as may best express honor to the discoverer, and their appreciation of the great achievements of the four completed centuries of American life.

Columbus stood in his age as the pioneer of progress and enlightenment. The system of universal education is, in our age, the most prominent and salutary feature of the spirit of enlightenment, and it is peculiarly appropriate that the schools be made by the people the center of the day's demonstration. Let the national flag float over every school-house in the country and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship.

In the churches and in the other places of assembly of the people let there be expressions of gratitude to Divine Providence for the devout faith of the discoverer and for the Divine care and guidance which has directed our history and so abundantly blessed our people.

In testimony whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington this 21st day of July, in the year of our Lord 1892, and of the independence of the United States the one hundred and seventeenth.

BENJ. HARRISON.

By the President: JOHN W. FOSTER,
Secretary of State.

2. RAISING OF THE FLAG, *By the Veterans.*

3. SALUTE TO THE FLAG, *By the Pupils.*

4. ACKNOWLEDGMENT OF GOD—Prayer or Scripture.

5. SONG OF COLUMBUS DAY, *By Pupils and Audience.*
Composed for the National School Celebration of Columbus Day by Theron Brown.

6. THE ADDRESS—"The Meaning of the Four Centuries."

A Declamation of the Special Address prepared for the occasion by *The Youth's Companion.*

7. THE ODE—"Columbia's Banner."

Poem written for the occasion by Edna Dean Proctor.

Many schools prepared very elaborate programmes to supplement the above. Flags for school buildings were very generally purchased, or donated by citizens or military organizations.

Almost every school of the State participated in the celebration of the day, and it is probable that the lessons of patriotism and good citizenship inculcated will be long remembered by the school children of the present generation.

MANUAL AND INDUSTRIAL TRAINING.

The radical defect in the prevailing systems of public instruction is claimed by many to be the restriction of the work of the schools almost wholly to the study of books, thereby ignoring the valuable training to be derived from properly-guided labor with the hands. The reason for this exclusive training through the medium of books may doubtless be traced to the general conviction that manual labor does not lend itself easily to purposes of school instruction. The experiments that have been made, however, in this State and elsewhere during recent years, would seem—if we are to believe those who have made them—to offer an unanswerable argument against the foregoing assumption. While experiments in manual training have been made in all parts of the country, nevertheless the State of New Jersey bears the honorable distinction of being the first to recognize by general enactment the rapidly-growing sentiment that education for the masses should be less purely literary and more practical, by encouraging the incorporation of industrial features into the general public school curriculum of the State.

By an act of the Legislature, passed in 1885, it was provided that whenever any board of education, school committee or other like body, of any city, town or township in this State shall certify to the Governor that a sum of money not less than \$3,000 has been contributed by voluntary subscriptions of citizens, for the establishment of a school or schools for industrial education, it shall be the duty of the Governor to cause to be drawn out of the income of the school fund an equal amount for the said object.

In accordance with the terms of this act an industrial school of a high grade was established in the year 1885 in the city of Newark. From the first this school has given systematic instruction in the mechanical arts, such as drafting, modeling, &c., to a large number of young men, for whom formerly no similar instruction has been possible.

From its inception, the citizens of Newark have regarded this institution with great favor, and have contributed generously to its support. They are now endeavoring to raise funds for a larger building and for the further extension of its work.

This institution receives from the State an annual appropriation of \$5,000. Elsewhere in the report will be found a full description of its plan and aims. (See Manual Training, appendix.)

Under the same act, in 1888, a school for industrial training was established in the city of Hoboken. This school has thus far confined its work to the instruction of pupils in the upper grades of the grammar schools in drawing, modeling, wood-carving, carpentry, sewing and cooking. Although engaged in a somewhat different work from that done by the Newark school, it has likewise appealed so strongly to the general demand for instruction of a practical character that its popularity, permanency and future usefulness are assured. The amount of State aid received during the last fiscal year by the Hoboken school was \$2,000. It is to be hoped that the wisdom and liberality of the State, in giving financial aid to institutions of this kind, will lead to the establishment, in the near future, of many others of a similar character. For a complete history of the organization and work of this school, see Manual Training, appendix.

By an act of the Legislature, passed in 1888, it was designed to encourage the introduction of manual and industrial features into the course of study pursued by the common schools of the State. Under the provisions of this act, manual training has been added to the course of study in the schools of the following places; the accompanying figures show the amount of money granted by the State for its maintenance during the last fiscal year:

Atlantic County—Atlantic City.....	\$2,000 00
Bergen County—Leonia.....	500 00
Hackensack.....	500 00
Carlstadt.....	500 00
Garfield.....	800 00
Ridgewood.....	500 00
Camden County—Camden city.....	5,000 00
Cumberland County—Vineland.....	1,000 00
Essex County—Montclair.....	1,500 00
South Orange.....	750 00
Orange.....	.....
Hudson County—Town of Union.....	575 95
West Hoboken.....	500 00
Morris County—Morristown.....	500 00
Passaic County—Passaic city.....	1,200 00
Paterson.....	1,000 00
Union County—Summit.....	500 00

It will be seen by the foregoing that the whole amount appropriated by the State during the last fiscal year for manual training under this act was \$17,325.95. Add to this, \$5,000 received by the industrial school at Newark, and \$2,000 received by the school at Hoboken, and the whole amount appropriated by the State for the year 1891-92 was \$24,325.95.

The districts receiving the above were required to raise by local taxation or subscription a like amount. Owing to the recent inauguration of this kind of work in the public schools, it was natural that there should be more or less confusion, and a misunderstanding of its methods and aims. Early in my administration it became necessary to adjust a number of difficulties that had arisen, and at the request of the Governor of the State I made in March and April an inspection of most of the schools receiving State aid for manual training, and submitted the following report :

April 13th, 1892.

Hon. Leon Abbett, Governor, &c., Trenton, N. J. :

DEAR SIR—At your request I have visited and inspected eight of the schools that have received or have applied for a State appropriation under the provisions of the Manual Training act of 1888. The schools visited include all whose applications are now pending, and one or two others. They are Camden, Vineland, Atlantic City, Hackensack (Union street), Hackensack (Hudson street), West Hoboken, Union Hill and Morristown.

The first and most obvious characteristic of the work done or attempted in these schools is its *diversity*. One school visited was seeking compliance with the act by giving a small amount of elementary drawing and a few kindergarten exercises. For this work the sum of \$500, which had been raised by district school tax, and \$500, granted by the State, was being used. There had been employed a special teacher of drawing, who, besides teaching that subject, was in charge of a class of seventy-six pupils of the lowest primary grade in the ordinary branches.

Another school in an adjacent district was found to be doing excellent work in free-hand and geometrical drawing, in all grades, and equally good work in paper-folding and cutting, and other exercises of an elementary character. This latter school has applied for an appropriation on the basis of the work just stated, pleading that their work is no less meritorious than that of the adjacent school, to which an appropriation has been already granted.

Another of the schools visited had added to its work in drawing, which was carried on throughout the school under the tuition of the principal, systematic work in sewing, a small amount of knife work, and a still smaller amount of bench work, in a shop improvised in the cellar.

Another school visited, occupying a separate building, was doing high-school work in literary branches. It had also a manual training school attached, where work of an excellent kind in wood, iron and tin was being turned out. The remove from the first school mentioned to the last was a wide one; both, however, are receiving aid under the same act. In only one school visited did there seem to be any consistent, thoroughly-elaborated, fully-carried-out plan of manual training for all grades.

In view of the foregoing facts, I would respectfully make to Your Honor the following recommendations :

1. That the meaning of the title "manual training," as it appears in the act of 1888, be authoritatively determined. It would seem to refer to something *novel*, and not incorporated in the work of the schools generally at the date of the passage of the act. If it means elementary form study and drawing or kindergarten work, then most of the better class of schools in the State have the right to participate, since instruction in these branches has been quite generally introduced. If it includes something more than this, then several schools now receiving State aid under the provisions of the act should be cut off therefrom.

2. That a course of study in accordance with this official definition be prescribed, which shall give somewhat in detail the kinds of work that it includes. This should be so full and precise that there can be no misunderstanding of its scope and intent.

3. That all schools now receiving State aid should be compelled, within a reasonable time, to modify or reconstruct their courses to conform strictly to the officially-prescribed course of study before receiving further aid.

4. That no applications for State aid should be granted except upon certain conditions that shall satisfy the State Board of the ability of the district to carry out the prescribed work in manual training if once entered upon.

Only the larger and thoroughly-graded village and city schools can hope to conduct successfully a legitimate and satisfactory course in manual training. From the necessities of the case, an effort to incorporate manual training of a certain kind into the average district school will result in the merest pretense and sham, to the lasting injury of the other important ends for which a school is maintained.

5. That all schools receiving State aid for manual training be compelled to keep separate and distinct accounts in accordance with certain forms prescribed by the State Board. This will be more immediately effective than anything else in determining and systematizing the legitimate expenditures under the Manual Training act.

6. That in order to secure exact compliance with the law, and best promote a new and valuable feature in the school system of the State, the participating schools should be rigidly inspected and supervised, and required to attain to a certain minimum of efficiency in order to share in the benefits of the act.

I find the present feeling throughout the State to be favorable to the Manual Training act, but it is generally alleged that some schools are participating unfairly through a loose interpretation of its provisions.

Respectfully submitted,

A. B. POLAND,
State Superintendent.

The recommendations contained in the foregoing special report seem to me to be essential to the success of the manual training schools of the State.

The State funds are inadequate to supply districts with teachers of kindergarten and of drawing, desirable as the same may be; so also to supply material for manual training work, except in the higher grades. It would seem, therefore, to be good State policy to limit the use of the special manual training fund to the establishment and maintenance of the more advanced industrial and manual training work pursued in the higher grades of the grammar and high schools. Instruction in elementary manual training and kindergarten work, at local expense, should be required as a condition precedent in all cases to the granting of State aid.

It was the evident intention of the law of 1888, which provides for the introduction of manual training into the school curriculum, to encourage the introduction of additional features not then generally found in the school system of the State. It was not the intent of the law to grant schools a subsidy for the introduction and maintenance of kindergartens and for general instruction in drawing.

Sewing, cooking, modeling, carving, wood and iron-working and drawing (not for general culture, but with an industrial end in view), were the subjects of study that the law aimed to encourage. Hence, the use of the State subsidy to introduce and carry on kindergarten work and for general instruction in drawing was a misuse of the appropriation.

Considered as a State policy, it certainly seems wiser, owing to the meager funds available for this purpose, to encourage advanced work in manual training—making elementary work at local expense a required condition—than to fritter away the funds of the State by encouraging the beginnings of manual training, with no certainty of securing anything further. In other words, the small bonus that the State is enabled to give for the introduction of manual training will be best and most economically expended in encouraging schools to carry that work up to a point where the fruits of manual training instruction are to be principally reaped, namely, in the upper grades of grammar schools and in high schools. Useful and valuable as elementary work of an industrial character undoubtedly is, its support by special State aid is hardly practicable. The size of the State school fund will hardly warrant an appropriation for its direct support. Indirectly, however, by making elementary work a condition precedent to any appropriation for higher work, the State can greatly encourage its general introduction and maintenance.

In pursuance of the foregoing recommendations and under the general authority of the Governor of the State, whose approval is necessary for any appropriation for manual training, the following general statement of the forms of manual training to be included within the meaning of the act of 1888, and of the legitimate items of expenditure thereunder, was prepared and issued :

GENERAL STATEMENT CONCERNING MANUAL TRAINING ISSUED BY THE
STATE SUPERINTENDENT APRIL 13TH, 1892.

The forms of manual training to be included within the meaning of the act of 1888, and items of legitimate expenditure thereunder are, viz.:

A. DRAWING.

This will include free-hand sketches of machinery, cabinet-work, &c., when such sketches serve as the basis for exact instrumental drawing; working drawings for objects to be made of paper, cardboard, wax, clay, plaster of paris, wood or metal work; machine and architectural drawings; decorative designs for special purposes.

Legitimate Expenditures.

1. Plant—Rent of room if not owned by the district or city.
2. Equipment—Drawing tables, boards, T squares, curves, compasses, dividers, brushes, ruling pens, blue-print frames, models, charts, books of reference, &c.

3. Supplies—Architects' detail paper, blue-print paper, tracing cloth or paper, cardboard, colors, ink, crayons, &c.

4. Instruction—No expense for instructors shall be charged to the manual training account except what is actually incurred for the specific kinds of drawing above enumerated, and which must be of an advanced and technical nature.

B. MODELING.

This will include advanced modeling in any plastic material when taught in connection with other industrial branches.

Legitimate Expenditures.

1. Plant—Rent of room if not owned by the district or city.
2. Equipment—Tables, closets for tempering clay, casts and models, modeling boards and tools.
3. Supplies—Clay or other plastic material.
4. Instruction—The same rule will be applied as in drawing. See above.

C. WOOD AND METAL WORKING.

This will include all kinds of work in either material, of whatever grade.

Legitimate Expenditures.

1. Plant—Rent of building if not owned by the district or city; also power, heating and lighting.
2. Equipment—Machinery, benches, lockers, tools, &c.
3. Supplies—Wood, metal, glue, shellac, oil, solder, acid, &c.
4. Instruction—The salaries of special teachers; or, if regular instructors are employed for this work, a sum to be agreed upon.

D. SEWING.

This will include work done in all grades.

Legitimate Expenditures.

1. Plant—Rent of room if hired for the purpose by the district or city.
2. Equipment—Scissors, needles, thimbles, &c.
3. Supplies—All material used.
4. Instruction—The salary of special teacher only; when taught by regular teachers, no expenditure for instruction shall be charged.

E. COOKING.

This will include cooking in whatever grades taught.

Legitimate Expenditures.

1. Plant—Rent of room, when not owned by the district or city.
2. Equipment—Plumbing, tables, cupboards, stoves, charts, utensils, &c.
3. Supplies—Fuel, gas, meats, vegetables, groceries, &c.
4. Instruction—Salaries of special teachers. If taught by regular teacher, a sum to be agreed upon.

F. KINDERGARTEN.

The establishment of kindergartens is urgently recommended. It is not within the scope of the Manual Training act to pay anything for their support.

The foregoing statement will enable a school to determine the several kinds of expenditures that will be audited and approved by the State Department.

Attention is here called to the special and detailed reports of all the schools of the State that have received during the year 1891-92 any part of the State appropriation for manual and industrial training. These reports will be found in the Appendix, and will contain much information concerning the kinds of work attempted, number of teachers employed, methods of instruction, cost of the same, &c.

They have been given at length, and will well repay a careful study in order to determine what policy the State ought to adopt in furtherance of this form of public school instruction.

Courses of Study in Manual Training.

By a resolution of the State Board of Education, passed June 30th, 1892, the State Superintendent was directed to prepare courses of study for the guidance of those schools which had incorporated manual training into their curricula, or might hereafter incorporate it. These courses of study have been carefully prepared with the assistance of many of the principal teachers of the State, who have contributed valuable portions thereof. It is probable that experience will suggest many changes in the order and details of the work. It is not intended that these courses should be anything more than suggestive. The law provides, however, that the course of study pursued shall be approved by the State Board of Education. This is a condition precedent to the appropriation of any money for manual training purposes. Each school will be given the largest latitude to carry out its own wishes, both in respect to the number of manual training branches to be pursued and the amount and kind of instruction to be given. It will be required, however, by the State Department that no expenditures from the manual training funds shall be made except for work that is specifically designated as within the scope of the Manual Training act (see foregoing), and which is of sufficient merit to justify State aid.

The course of study in drawing, in order to be complete, was made to cover the entire work of the primary and grammar grades. It is, moreover, a general course, and has to do with manual training only in its particular applications. It should not be misunderstood as being a course of study which if pursued entire or in part will entitle a school to participate in the State appropriation for manual training.

As elsewhere stated, only a small part of the required drawing instruction given in most schools that have incorporated manual training into their curricula, will be chargeable to the special manual training account.

The courses of study in modeling, wood and metal working, cooking and sewing, will doubtless require adaptation to suit the requirements of particular schools.

As suggestive outlines of what may be accomplished, they will be found useful.

For courses of study in manual training, see Manual Training Appendix.

TEACHERS' INSTITUTES.

County teachers' institutes were held, according to law, during the fall and spring months in all the counties of the State except Hudson, Monmouth, Burlington, Mercer and Ocean. In the three last named, a joint institute was twice announced, but had to be abandoned because of the prevalence of contagious disease, which caused the schools to be closed during the time at which the institute was to be held. In Hudson county, no institute has been held for several years, owing to the indifference of the school authorities and teachers. Made up principally of three large cities, each having its own local teachers' association, the need of the county institute has not been so generally felt.

The superintendent of Monmouth county reports that he was excused from holding an institute in order to enable him to complete certain investigations, already begun, concerning the air of badly-ventilated school buildings.

The general verdict passed upon the foregoing institutes by superintendents, teachers and others, was, on the whole, highly favorable. From my own observation, however, I am convinced that several improvements may be made whereby their work will be far more satisfactory in the future.

First of all, these institutes should be held, so far as practicable, in the early fall, in order that whatever good is to be derived therefrom may be enjoyed by the schools as early in the year as possible.

For the sake of economy, mainly, since only \$100 is granted to each county for the support of an institute, it has been the practice of late years to unite two or more counties in a joint institute. This enables the employing of more and better talent in some cases, but I doubt much the wisdom of the union, especially in the case of the larger and more populous counties. The chief objections to a joint institute are the following:

1. Teachers are compelled to go farther from home, thereby increasing the expense for travel and board, to say nothing of the additional inconvenience incident thereto.

2. The gain to be derived by the way of educational stimulus from a large educational meeting, held annually within each county, is

lost. Indeed, one of the greatest benefits of the teachers' institute, it seems to me, is the awakening of a local interest in school matters by the presence and discussions of a body of intelligent teachers.

3. The numbers in the joint institute are usually too great for successful class instruction. An institute should not contain, at most, more than 100 to 150 teachers.

4. It brings together teachers who have very little in common. Hence, it does not conduce to the desirable sociability.

Furthermore, I am convinced that it is a mistake to require the teachers of the larger cities—say cities of the first and second class—whose number is sufficient to claim a special institute, to attend one held outside of their city limits. The needs, too, of the carefully-graded and supervised city schools are not the same as those of the rural schools. So, also, the time is shorter during which the city institute should be held. In most cities of the first and second class employing a professional superintendent who holds frequent teachers' meetings, an institute held on Friday and a part of Saturday would be quite long enough.

Another change for the better would be the organization of our institutes so as to afford primary, grammar and high-school sections, for a part of the time at least, in order that each class of teachers might be instructed in the kind of work more particularly in the line of its needs. It might be well, also, to so arrange the institute programmes that the work of one year may lead up to the work of the following year, so that no time need be lost in going over the same or similar ground in succeeding years. Most of the time of each institute should be given to some major subject, as, for instance, to writing, language, drawing, or whatever study the schools of a particular county might be generally deficient in, and a much shorter period given to the discussion of minor topics having a general interest only. Thus, for instance, if it were thought desirable to introduce drawing more fully into the schools of any county, a considerable part of the instruction for one, or perhaps two years, might be given to its special elucidation. Another year it could be reduced to a minor subject, and language or some other subject brought to the front.

No institute, however interesting, can be regarded as successful unless it leave behind something in the way either of stimulus or information that the teachers of a county will take into their schools after the institute has adjourned to modify and improve their daily work. The criticism that our institutes ordinarily deal too much in educational generalities, and produce little or no practical results, is too often true. Such, however, should not be the case, and cannot be when a proper programme has been devised and carried out.

The small appropriation allowed by law for the support of teachers' institutes is altogether insufficient. It should be increased to not less than \$150 for each county institute, and an equal amount should be

appropriated for each city of the first and second class. It may be found desirable, too, wherever county or city teachers' associations are regularly maintained, and where attendance thereon is compulsory, to incorporate with them the teachers' institute.

They have a common end in view, and hence there can be no valid objection to make use of these county associations to further the end which the State has in view by the maintenance of an institute system. The question of compulsory attendance presents the only possible objection to such an arrangement.

There are not a few teachers and others who look upon the county institutes as an unnecessary burden and expense. Such critics are, as a rule, the least progressive persons in their several communities. The ambitious, wide-awake, progressive teacher is always alert and anxious to learn from any and every source. To such a teacher the institute is a means of improvement and an incentive to higher achievements; when it is considered that a poor teacher always means a poor school, and a good teacher a good school, irrespective of costly buildings and other material aids and appliances, surely it is the greatest economy for the State to spend a few thousand dollars a year in securing better-qualified teachers. The question, then, to consider is how best to accomplish this desirable economy.

For the last thirty or forty years the normal school and the teachers' institute have been chiefly relied upon throughout the country to raise the standard of the teachers' qualifications. It must be said to our discredit that few States possessing the means of New Jersey make so small an appropriation for the maintenance of either normal schools or institutes. It is probable also that few States get more for the money expended. This is entirely true of the State Normal School.

Since the county teachers' institute is the only available means possessed by the State, compulsory in its nature, for reaching the schools of the State, and in any efficient manner directing, moulding and controlling their courses of study and methods of teaching, like the Normal School, it should be fostered by the wisest school legislation.

The State of New York employs constantly six or more institute "conductors," so called, men especially trained for the purpose, who hold teachers' institutes in the various parts of the State at all seasons of the year. There institutes are held in every commissioner district of the State during one whole week at least of each and every year. The special instructors provided by the State are assisted by local teachers and school officers mainly.

So, Pennsylvania, although supporting no regular corps of institute conductors, insists that teachers' institutes should be held annually in each county of the State during an entire week at a time, and spends upon them many thousands of dollars annually.

The Massachusetts institute plan resembles that of New York in employing several specially-trained institute conductors. These are

attached to the State Superintendent's office, and are called "agents" of the State Board. Instead, however, of holding county institutes at regular intervals, as in New York and Pennsylvania, institutes of one or two days' duration are provided at any time, on the request of fifty or more teachers, in any part of the State.

Besides teaching in the institutes, the Massachusetts conductors, or "agents," as they are called, are employed at other times in inspecting schools, consulting with teachers and school officers, and doing for the rural schools what the best city superintendents in our State do for the city schools.

I trust the time will come when the Department of Public Instruction of the State of New Jersey may come into like contact with the actual work of the schools through the employment of "agents," as in Massachusetts, or "institute conductors," as in New York. The cost of such a staff is comparatively slight, and no other investment for school purposes, it is safe to say, will pay anything like so large and satisfactory returns in the immediate and permanent elevation of the rural and village schools, where expert supervision is so greatly needed.

The experience of the past year has led me to believe that much more can be accomplished than heretofore for the improvement of the teachers of the State through the medium of the institute, and I trust that the suggestions and recommendations herein made may receive the careful consideration of the board.

Below will be found a programme of the institutes arranged for the ensuing year.

Among the names of the instructors are to be found those of many of the most prominent city superintendents, principals and teachers in the State.

It has not been possible, even if desirable, to employ many instructors or lecturers outside of the State by reason of the larger expense attendant thereon. The thanks of the Department are due to the boards of education of the cities of Newark, Jersey City, East Orange, Plainfield, Hoboken, New Brunswick and Trenton for generously allowing their superintendents, principals and special teachers the privilege of attending and working in the institutes of the State during the coming season. So, also, the thanks of the Department are due to the principal and faculty of the Normal School for being willing to bear so large a part of the labor of conducting the institutes for the coming year.

It can hardly be expected, nor is it right, that the State Normal School and a few cities of the State should bear the burden of furnishing instructors to the State at large. A wise and generous policy on the part of the State would enlarge the appropriation available for institutes, so as to make it possible for the Department of Public Instruction to employ specialists of its own to carry on this important work.

PROGRAMMES

OF THE

NEW JERSEY COUNTY INSTITUTES FOR 1892.

RULE 41. All teachers are required to attend the Annual Institute held for the county in which they are teaching, and no deduction shall be made by Trustees from the salary of any teacher for the time he or she is in attendance upon said Institute.

ATLANTIC, CAMDEN AND GLOUCESTER COUNTIES.

October 12th, 13th and 14th, 1892.

OPERA HOUSE, ATLANTIC CITY, N. J.

JOHN R. WILSON.....County Superintendent, Atlantic County.
CHARLES S. ALBERTSON.....County Superintendent, Camden County.
WILLIAM H. ELDRIDGE.....County Superintendent, Gloucester County.

Wednesday, October 12th.

MORNING SESSION.

10:30—Devotional Exercises.
10:40—Address of Welcome. Hon. Willard Wright, Mayor of Atlantic City.
10:50—Response. Hon. Samuel E. Perry, Atlantic City.
11:00—Manual Training. Dr. J. P. Burnett, Vineland.
11:30—School Management. Supt. Vernon L. Davey, East Orange, N. J.

AFTERNOON SESSION.

2:00—Address. State Supt. Addison B. Poland.
2:30—Penmanship. Prof. D. H. Farley, State Normal School.
3:00—Arithmetic. Supt. Vernon L. Davey.
3:30—Book-keeping. Prof. D. H. Farley.

EVENING SESSION.

8:00—Prayer.
Lecture, "A Vacation Ramble Through England and Scotland"
(illustrated). Supt. Vernon L. Davey.

Thursday, October 13th.

MORNING SESSION.

9:30—Devotional Exercises.
9:40—Reading Circle. B. C. Gregory, Supervising Principal, Trenton, N. J.
10:10—Geography. Charles H. Gleason, Principal Summer Avenue School, Newark, N. J.

10:40—Methods. Miss M. Virginia Fogle, State Normal School.
 11:10—Kindergarten. B. C. Gregory, Supervising Principal, Trenton, N. J.
 11:40—Language. Miss M. Virginia Fogle.

AFTERNOON SESSION.

2:00—Primary Reading. Miss M. Virginia Fogle.
 2:45—History. Principal Charles H. Gleason.
 3:30—Physical Culture. Dr. H. B. Boice, State Normal School.

EVENING SESSION.

8:00—Prayer.
 Lecture, "The Young Man of To-Morrow." Dr. A. E. Winship,
 Boston, Mass.

Friday, October 14th.

MORNING SESSION.

9:30—Devotional Exercises.
 9:40—Mathematics. George G. Ryan, City Superintendent, New Brunswick, N. J.
 10:10—School Economy. Dr. James M. Green, Principal State Normal School.
 10:40—Whose Fault is It? Supt. George G. Ryan.
 11:10—Observations from History of Education. Dr. James M. Green.
 11:40—Drawing. Miss Sara A. Fawcett, Supervisor of Drawing, Newark.

AFTERNOON SESSION.

2:00—Natural Science. Prof. A. C. Apgar, State Normal School.
 2:30—Drawing. Miss Sara A. Fawcett.
 3:00—Natural Science. Prof. A. C. Apgar.

CAPE MAY AND CUMBERLAND COUNTIES.

October 12th, 13th and 14th, 1892.

UNITARIAN CHURCH, VINELAND, N. J.

VINCENT O. MILLER.....County Superintendent, Cape May County.
 CHARLES G. HAMPTON.....County Superintendent, Cumberland County.
 WM. EDWARD COXCity Superintendent, Bridgeton.
 E. C. STOKES.....City Superintendent, Millville.

Wednesday, October 12th.

MORNING SESSION.

- 10:00—Devotional Exercises. Rev. D. H. King.
10:10—Address of Welcome. Prof. Marcius Willson, President Board of Education, Vineland.
10:20—Response. Principal J. A. Whitelock, Cape May county.
10:30—Methods. Miss M. Virginia Fogle, State Normal School.
11:00—Kindergarten. B. C. Gregory, Supervising Principal, Trenton, N. J.
11:30—Language. Miss M. Virginia Fogle.

AFTERNOON SESSION.

- 2:00—Mathematics. George G. Ryan, City Superintendent, New Brunswick, N. J.
2:30—School Economy. Dr. James M. Green, Principal State Normal School.
3:00—Whose Fault Is It? Supt. George G. Ryan.
3:30—Observations from History of Education. Dr. James M. Green.

EVENING SESSION.

- 8:00—Prayer. Rev. L. W. Swett.
Lecture, "The Young Man of To-Morrow." Dr. A. E. Winship, Boston, Mass.
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Thursday, October 13th.

MORNING SESSION.

- 9:30—Devotional Exercises. Rev. W. A. Allen.
9:40—Drawing. Miss Sara A. Fawcett, Supervisor of Drawing, Newark.
10:10—Natural Science. Prof. Austin C. Apgar, State Normal School.
10:40—Drawing. Miss Sara A. Fawcett.
11:10—Natural Science. Prof. Austin C. Apgar.
11:40—Address. State Supt. Addison B. Poland.

AFTERNOON SESSION.

- 2:00—Book-keeping, Prof. D. H. Farley, State Normal School.
2:30—Address. Dr. Levin Irving Handy, Newark, Del.
3:00—Penmanship. Prof. D. H. Farley.
3:30—Address. Dr. Levin Irving Handy.

EVENING SESSION.

- 8:00—Prayer. Rev. W. M. Gilbert.
Lecture, "The Founder of Popular Education." Rev. N. C. Schaeffer, D.D., Principal State Normal School, Kutztown, Pa.

Friday, October 14th.

MORNING SESSION.

- 9:30—Devotional Exercises. Rev. A. Roeden.
 9:40—Symbols. Rev. N. C. Schaeffer, D.D.
 10:10—Address. Dr. Levin Irving Handy.
 10:40—Physical Culture. Dr. H. B. Boice, State Normal School.
 11:40—Brain Building. Rev. N. C. Schaeffer, D.D.

AFTERNOON SESSION.

- 2:00—Geography. Principal Charles H. Gleason, Newark.
 2:30—Manual Training. Dr. H. P. Burnett, Vineland, N. J.
 3:00—History. Principal Charles H. Gleason.

SALEM COUNTY.

October 12th, 13th and 14th, 1892.

HIGH SCHOOL, SALEM, N. J.

ROBERT GWYNNE, JR.....County Superintendent.

Wednesday, October 12th.

MORNING SESSION.

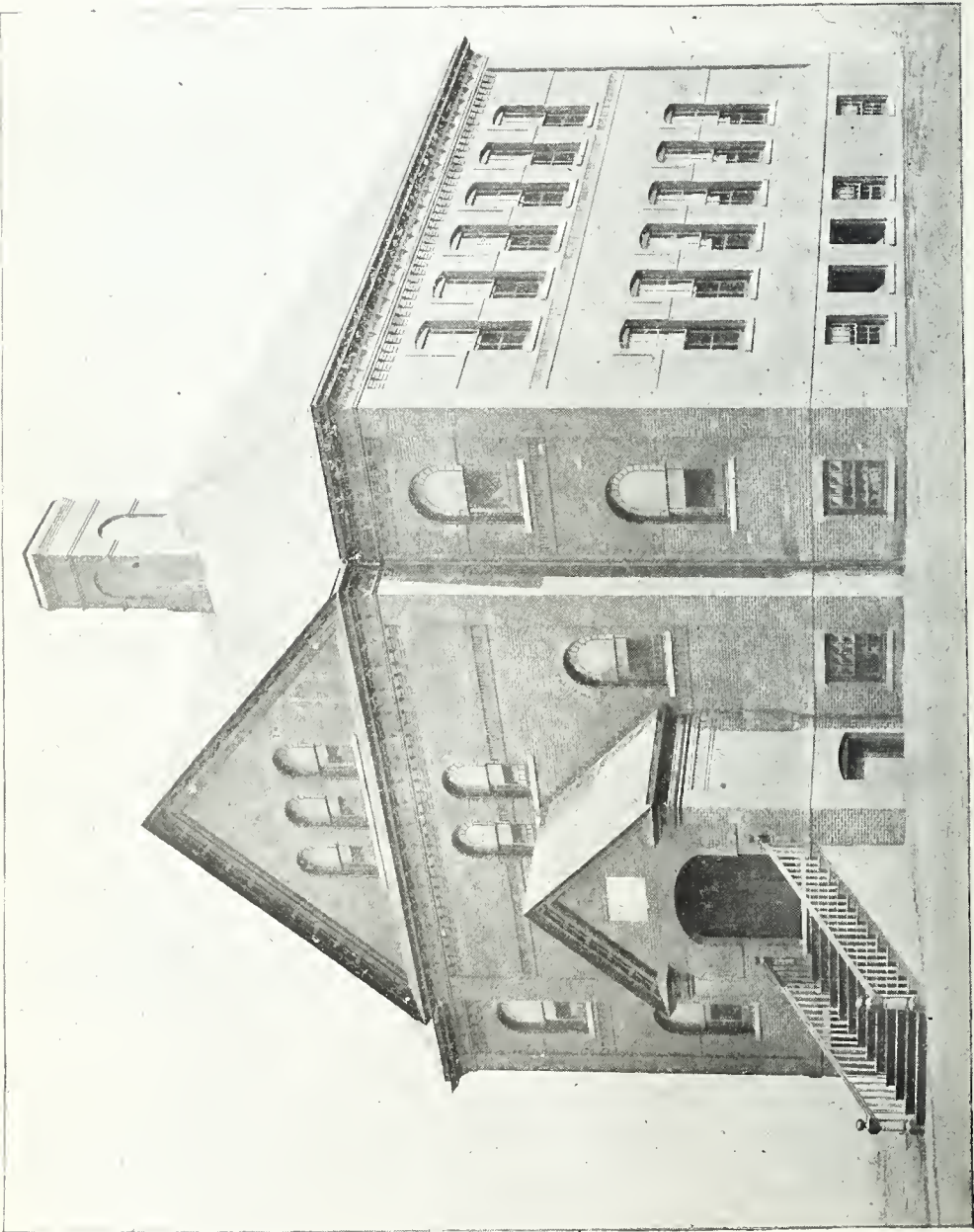
- 10:30—Devotional Exercises. Rev. W. V. Souderborough.
 10:40—Address of Welcome. Morris H. Stratton, Salem, N. J.
 10:50—Response. J. Harry Smith, Salem County.
 11:00—Penmanship. Miss Eliza E. Jaquett, Salem, N. J.
 11:30—Physical Culture. Dr. H. B. Boice, State Normal School.

AFTERNOON SESSION.

- 2:00—Drawing. Miss Janet Emery, Supervisor of Drawing, Trenton, N. J.
 2:30—Natural Science. Prof. Austin C. Apgar, State Normal School.
 3:00—Drawing. Miss Janet Emery.
 3:30—Natural Science. Prof. Austin C. Apgar.

EVENING SESSION.

- 8:00—"Education Among the Greeks and Romans." Rev. N. C. Schaeffer,
 D.D., State Normal School, Kutztown, Pa.



PRIMARY No. 3.

Long Branch, - - - Monmouth County.

This building is built of pressed brick and contains four classrooms, each 25 by 30 feet, warmed and ventilated by the Smead system. The large window surface furnishes an abundance of light on the darkest days. Opening from each room is a roomy and convenient cloak-room, lighted and ventilated. There is a teachers' room on each floor. Speaking-tubes connect the rooms and electric bells are used for signaling. All the rooms are finished with light woods, and every effort has been made to make them as light and cheerful as possible. The furniture is of the single-desk pattern. Slate blackboards cover all available space on the walls.

There are two entrances to the building, both wide and convenient and leading to broad stairways. One is in front and the other in the rear. There is also a rear entrance to the basements—in which are the play-rooms and the dry-closets—so that the basements may be entered directly from outside as well as from the upper floors.

Thursday, October 13th.

MORNING SESSION.

- 9:30—Devotional Exercises. Rev. B. P. Hope.
 9:40—Reading, Second and Third Readers, Rev. N. C. Schaeffer, D.D.
 10:10—Penmanship. Miss Eliza E. Jaquett.
 10:40—Cultivation of the Memory. Rev. N. C. Schaeffer, D.D.
 11:10—Number Work. Miss Emily C. Wallace, Salem county.
 11:40—Attention. An account of some recent experiments and their bearing on attention. Rev. N. C. Schaeffer, D.D.

AFTERNOON SESSION.

- 2:00—Mathematics. George G. Ryan, City Superintendent, New Brunswick, N. J.
 2:30—School Economy. Dr. James M. Green, Principal State Normal School.
 3:00—Whose Fault is It? Supt. George G. Ryan.
 3:30—School Discipline. Dr. James M. Green.

EVENING SESSION.

- 8:00—Reunion.

Friday, October 14th.

MORNING SESSION.

- 9:30—Devotional Exercises. Rev. C. M. Perkins.
 9:40—Number Work. Miss Emily C. Wallace.
 10:10—Methods. Miss M. Virginia Fogle, State Normal School.
 10:40—Address. State Supt. Addison B. Poland.
 11:10—Geography. Miss Susan A. Reilly, State Normal School.
 11:40—Language. Miss M. Virginia Fogle.

AFTERNOON SESSION.

- 2:00—Geography. Miss Susan A. Reilly.
 2:30—Primary Reading. Miss M. Virginia Fogle.
 3:00—Geography. Miss Susan A. Reilly.

MONMOUTH AND MIDDLESEX COUNTIES.

October 17th, 18th and 19th.

ASSOCIATION HALL, ASBURY PARK, N. J.

DR. SAMUEL LOCKWOOD.....County Superintendent, Monmouth County.
 H. BREWSTER WILLIS..... County Superintendent, Middlesex County.
 GEORGE G. RYAN.....City Superintendent, New Brunswick.
 JAMES S. WIGHT.....City Superintendent, Perth Amboy.

Monday, October 17th

AFTERNOON SESSION.

- 2:00—Opening Exercises.
 Singing. Italian Hymn.
 Prayer. Dr. Samuel Lockwood.
 Address of Welcome. David Harvey, Esq., member Board of Education, Asbury Park, N. J.
 Response. K. L. McCoy, Principal Park Public School, South Amboy, N. J.
 Calling Roll of Teachers.
 2:30—Address. A. B. Poland, State Superintendent of Public Instruction.
 3:00—Meteorology in Public Schools. Prof. E. W. McGann, Director of Weather Bureau Service, New Brunswick, N. J.
 3:30—Address, "Whose Fault is It?" G. G. Ryan, City Superintendent, New Brunswick, N. J.
 Appointment and Organization of Committees.

EVENING SESSION—COMMENCING 8 O'CLOCK.

- Solo. Miss Barber, Trenton, N. J.
 Recitation. Miss Dadmun, Long Branch, N. J.
 Recitation, "School Savings Banks." Mr. Campbell, Principal South River Public School.
 Instrumental Solo. Prof. Albert R. Tusting, Music Instructor, Long Branch Public Schools.
 Report Library Committee. W. L. Heineken, Principal Raritan Public School, South Amboy, N. J.; Charles L. Stout, Principal Jamesburg Public School; J. M. Danser, Principal Sayreville Public School.
 Recitation. Miss Margaret McLaughlan, Red Bank, N. J.
 Five Minutes' Talks by Dr. Samuel Lockwood, Superintendent, Monmouth county; W. W. Warner, Principal Perth Amboy Public School, No. 2; J. Enright, Principal Freehold Public School; J. M. Ralston, Principal Asbury Park Public School, and others.
 Question Box, Recitations, General Sociability.

Tuesday, October 18th.

MORNING SESSION.

- 9:00—Music and Prayer.
 Calling Roll of Teachers.
 9:15—Address, "School-Room Economy." Dr. J. M. Green, Principal State Normal School.
 9:45—Address, "The Permanent Effect of Impermanent Knowledge."
 Dr. John Handley, Asbury Park, N. J.
 Solo. Miss Barber.
 10:10—Penmanship. Prof. D. H. Farley, State Normal School.
 10:40—Advanced Reading in Public Schools. J. H. Roberts, Principal Dunellen Public School.
 Music.
 11:15—Class Exercise Reading, "Laboratory Methods." A. T. S. Clark, Principal Metuchen Public School.
 11:45—Question Box. Report of Committees.

AFTERNOON SESSION.

- 2:00—Music. .
 Calling Roll of Teachers.
 2:15—Primary Reading. Miss M. Virginia Fogle, State Normal School,
 Trenton, N. J.
 2:45—Arithmetic. Supt. G. G. Ryan.
 Solo. Miss Barber.
 3:20—Language. Miss M. Virginia Fogle.
 3:50—Algebra. C. Gregory, Principal of the Long Branch High School.

EVENING SESSION—COMMENCING 8 O'CLOCK.

Vocal Solo. Miss Barber.
 Address, "Columbus." Miss Lillie A. Williams, Trenton, N. J.
 Instrumental Solo. Prof. Albert R. Tusting.

 Wednesday, October 19th.

MORNING SESSION.

- 9:00—Music. Prayer.
 9:15—Methods in Teaching Grammar. Prof. Sara D. Jenkins, College for
 the Training of Teachers, New York.
 9:45—History and History Exhibits. Miss Lillie A. Williams, State Nor-
 mal School, Trenton, N. J.
 Calling Roll of Teachers.
 Report of Committees on Question Box.
 Closing Exercises.

 MORRIS COUNTY.

November 2d, 3d and 4th, 1892

PUBLIC SCHOOL, DOVER, N. J.

JAMES O. COOPER.....County Superintendent.
 W. L. R. HAVEN.....City Superintendent, Morristown.

 Wednesday, November 2d.

MORNING SESSION.

- 10:30—Roll Call.
 Devotional Exercises. Rev. W. W. Halloway, Jr.
 Address of Welcome. Edwin J. Ross, Member of Board of Educa-
 tion.
 Response. Principal Frank O. Payne, Chatham.
 11:00—Address. State Supt. Addison B. Poland.
 11:30—Reading Circle. County Supt. James O. Cooper.

AFTERNOON SESSION.

- 2:00—Language. Henry Snyder, City Superintendent, Jersey City.
 2:30—Drawing. Dr. Langdon R. Thompson, Supervisor of Drawing, Jersey City.
 3:00—Language. Supt. Henry Snyder.
 3:30—Drawing. Dr. Langdon S. Thompson.

EVENING SESSION.

- 8:00—Lecture. Dr. Langdon S. Thompson.
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Thursday, November 3d.

MORNING SESSION.

- 9:15—Devotional Exercises. Rev. William Day.
 9:30—Penmanship. Principal A. J. Demarest, Hoboken.
 10:00—The Extra-Professional Development of the Teacher's Personality.
 Miss Sarah J. McNary, Newark Normal School.
 10:30—Book-keeping. Principal A. J. Demarest.
 11:00—The Teaching of English Literature and its Relation to Other School
 Work. Miss Sarah J. McNary.
 11:30—Observations from History of Education. Dr. James M. Green,
 Principal State Normal School.

AFTERNOON SESSION.

- 2:00—Geography. Principal Charles H. Gleason, Newark.
 2:30—Whose Fault Is It? George G. Ryan, City Superintendent, New
 Brunswick.
 3:00—History. Principal Charles H. Gleason.
 3:30—Mathematics. Supt. George G. Ryan.

EVENING SESSION.

- 8:00—Lecture, "Habit in Education." Dr. E. H. Cook, Superintendent of
 Schools, Flushing, N. Y.
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Friday, November 4th.

MORNING SESSION.

- 9:15—Devotional Exercises. Rev. Dr. Hall.
 9:30—School Management. Dr. E. H. Cook.
 10:00—How to Save Time. Dr. H. M. Maxson, City Superintendent, Plain-
 field.
 10:30—Training of the Senses. Dr. E. H. Cook.
 11:00—Arithmetic, What and How. Dr. H. M. Maxson.
 11:30—Psychology as Applied to Teaching. B. C. Gregory, Supervising
 Principal, Trenton.

SUSSEX COUNTY.

November 2d, 3d and 4th, 1892.

PUBLIC SCHOOL, NEWTON, N. J.

LUTHER HILL.....County Superintendent.

Wednesday, November 2d.

MORNING SESSION.

- 10:00—Roll Call.
 Devotional Exercises. Rev. Wayland Johnson, LL.D.
 Address of Welcome.
 Response.
- 11:00—Penmanship. Principal A. J. Demarest, Hoboken.
- 11:30—The Teaching of English Literature, and Its Relation to Other School Work. Miss Sarah J. McNary, Newark Normal School.

AFTERNOON SESSION.

- 2:00—Book-keeping. Principal A. J. Demarest.
- 2:30—School Economy. Dr. James M. Green, Principal State Normal School.
- 3:00—The Extra-Professional Development of the Teacher's Personality. Miss Sarah J. McNary.
- 3:30—Observations from History of Education. Dr. James M. Green.

EVENING SESSION.

- 8:00—Lecture, "Habit in Education." Dr. E. H. Cook, Superintendent of Schools, Flushing, N. Y.
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Thursday, November 3d.

MORNING SESSION.

- 9:15—Devotional Exercises. Rev. Charles Steele.
- 9:30—School Management. Dr. E. H. Cook.
- 10:00—Irrregularity of Attendance. Dr. C. J. Majory, Newton.
- 10:30—Training of the Senses. Dr. E. H. Cook.
- 11:00—Drawing. Dr. Langdon S. Thompson, Supervisor of Drawing, Jersey City.
- 11:30—Language. Henry Snyder, City Superintendent, Jersey City.

AFTERNOON SESSION.

- 2:00—Drawing. Dr. Langdon S. Thompson.
- 2:30—Language. Supt. Henry Snyder.
- 3:00—Reading Circle. B. C. Gregory, Supervising Principal, Trenton.
- 3:30—Address. State Supt. Addison B. Poland.

EVENING SESSION.

8:00—Lecture. Dr. Langdon S. Thompson.

Friday, November 4th.

MORNING SESSION.

9:15—Devotional Exercises. Rev. J. R. Wright.
 9:30—Professional Reading. Dr. C. J. Majory.
 10:00—Geography. Principal Charles H. Gleason, Newark.
 10:30—Whose Fault Is It? George G. Ryan, City Superintendent, New Brunswick.
 11:00—History. Principal Charles H. Gleason.
 11:30—Mathematics. Supt. George G. Ryan.

AFTERNOON SESSION.

2:00—Meeting of the County Teachers' Association.

BURLINGTON, MERCER AND OCEAN COUNTIES.

November 16th, 17th and 18th, 1892.

OPERA HOUSE, MOUNT HOLLY, N. J.

EDGAR HAAS..... County Superintendent, Burlington County.
 LLOYD WILBUR. County Superintendent, Mercer County.
 E. M. LONAN..... County Superintendent, Ocean County.
 FRANK H. LALOR..... City Superintendent, Trenton.

Wednesday, November 16th.

MORNING SESSION.

10:00—Devotional Exercises.
 10:15—Address of Welcome. Hon. Charles E. Hendrickson, Mount Holly.
 10:30—Response. County Supt. Lloyd Wilbur.
 10:45—Roll-Call.
 11:15—Agriculture in Rural Schools. Prof. A. C. Apgar, State Normal School.

AFTERNOON SESSION.

2:00—Whose Fault Is It? George G. Ryan, City Superintendent, New Brunswick.
 2:30—Agriculture in Rural Schools. Prof. A. C. Apgar.
 3:00—Mathematics. Supt. George G. Ryan.
 3:30—Drawing. Miss Janet Emery, Supervisor of Drawing, Trenton.

EVENING SESSION.

7:30—Lecture, "The Sun." Charles A. Young, LL.D., Princeton College.

Thursday, November 17th.

MORNING SESSION.

9:00—Devotional Exercises.

9:15—Roll-Call.

9:45—Penmanship. Prof. D. H. Farley, State Normal School.

10:30—Address. State Supt. Addison B. Poland.

11:15—Psychology as Applied to Teaching. B. C. Gregory, Supervising Principal, Trenton.

AFTERNOON SESSION.

2:00—School Economy. Dr. J. M. Green, Principal State Normal School.

2:45—Book-keeping. Prof. D. H. Farley.

3:30—Reading. Miss Carrie E. McGuire, State Normal School.

4:15—Psychology as Applied to Teaching. Principal B. C. Gregory.

EVENING SESSION.

7:30—Lecture, "The Modern Pedagogue." Rev. R. C. Campbell, A.M., Bordentown.

Friday, November 18th.

MORNING SESSION.

9:00—Devotional Exercises.

9:15—Roll-Call.

9:45—Geography. Miss Susan A. Reilly, State Normal School.

10:15—Electricity. William F. Magie, A.M., Princeton College.

11:00—Geography. Miss Susan A. Reilly.

11:30—Grammar, Syntactic Reading. County Supt. Edgar Haas.

AFTERNOON SESSION.

1:30—Language. Miss M. Virginia Fogle, State Normal School.

2:15—Elocution. Principal J. G. Howard, Toms River.

3:00—Language. Miss M. Virginia Fogle.

3:30—Closing Remarks. County Supt. Edward M. Lonan.

Secretaries—R. Martin Creed, Theodore Green, Peter Tilton.

Committee on Resolutions—Milton H. Allen, Lewis F. Wooley, James D. Dillingham.

Committee on Entertainment—Charles D. Raine, Anna R. Burr, Amanda Dobbins.

Cards mentioning boarding places and prices can be had of the Committee on Entertainment. Address Mount Holly.

The music will be in charge of B. C. Gregory.

ESSEX COUNTY.

November 18th and 19th, 1892.

PEDDIE MEMORIAL CHURCH, NEWARK, NOVEMBER 18TH.

HIGH SCHOOL, EAST ORANGE, NOVEMBER 19TH.

DR. M. H. C. VAIL..... County Superintendent.
 WM. N. BARRINGER..... City Superintendent, Newark.
 U. W. CUTTS..... City Superintendent, Orange.

Friday, November 18th.

NEWARK.

MORNING SESSION.

9:30—Devotional Exercises.
 9:45—Address of Welcome, Hon. James L. Hays, Vice President State Board of Education.
 10:00—Response. City Supt. Wm. N. Barringer.
 10:15—Address. State Supt. Addison B. Poland.
 10:45—Whose Fault is It? George G. Ryan, City Superintendent, New Brunswick.
 11:15—Literature for Children. Principal George E. Hardy, New York.
 11:45—Kindergarten. B. C. Gregory, Supervising Principal, Trenton.

AFTERNOON SESSION.

2:00—Penmanship, Principal A. J. Demarest, Hoboken.
 2:30—Geography. Principal C. S. Haskell, Jersey City.
 3:00—Physical Culture. Dr. H. B. Boice, State Normal School.
 3:30—School Management. Supt. Vernon L. Davey, East Orange.

EVENING SESSION.

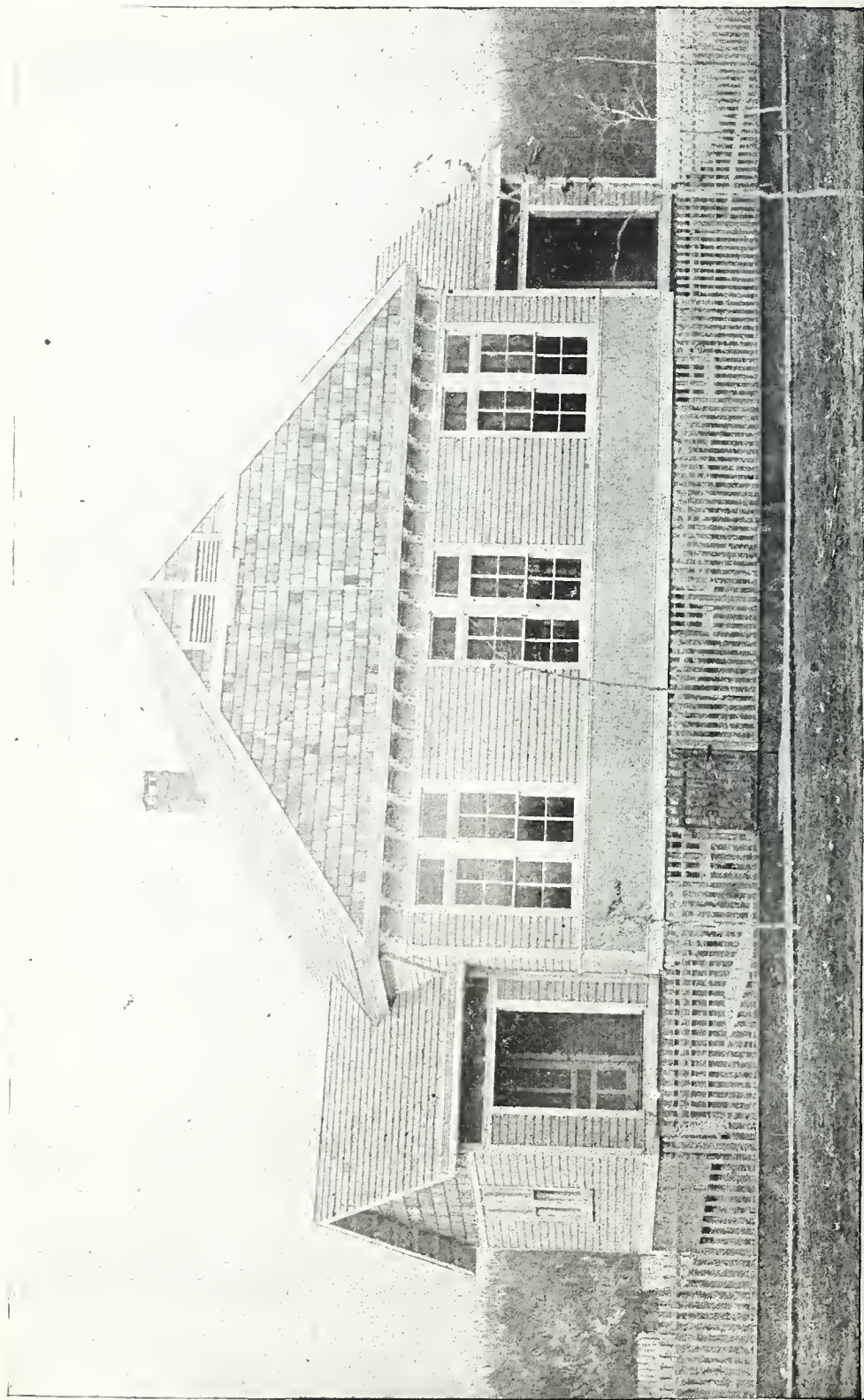
8:00—Lecture. N. Sims, D.D., LL.D., Chancellor Syracuse University.

Saturday, November 19th.

HIGH SCHOOL, EAST ORANGE.

MORNING SESSION.

9:45—Devotional Exercises.
 10:00—Gymnastics. Class Exercise, Orange Public Schools.
 10:30—Mathematics. Principal Wm. E. Bissell, Newark.
 11:00—Language. Henry Snyder, City Superintendent, Jersey City.
 11:30—Reading. Principal Joseph Clark, Newark.



HILLCREST.

District No. 20, - - - Mercer County.

This one-room school-house was built in 1891, at a cost of \$4,250, including the lot. Its dimensions are 44 feet front by 24 feet deep, and the height of the ceiling to the cornice is 12 feet. There are separate cloak-rooms for the boys and girls. It also contains a teacher's room and a library. It has a basement and is heated by furnace, and provided with adequate ventilation. The windows are so placed that the light falls over the left shoulders of the pupils. The seating capacity is 60. The lot is 100 feet front by 200 feet deep.



AFTERNOON SESSION.

- 2:00—Discipline. Dr. J. M. Green, Principal State Normal School.
 2:30—"Teaching of English Literature in Primary and Grammar Grades."
 Miss Sarah J. McNary, Newark Normal School.
 3:00—Five-minute addresses by Messrs. Dunbar, Spaulding and others.

Music will be under the direction of a committee of Newark teachers.

 HUDSON COUNTY.

November 18th and 19th, 1892.

GERMAN CLUB, HOBOKEN, N. J.

REV. GEORGE C. HOUGHTON.....County Superintendent.
 HENRY SNYDER.....City Superintendent, Jersey City.
 DAVID E. RUE.....City Superintendent, Hoboken.
 CHARLES M. DAVISCity Superintendent, Bayonne.

Friday, November 18th.

MORNING SESSION.

- 9:45—Devotional Exercises.
 10:00—Address of Welcome. Hon. E. R. Stanton, Mayor of Hoboken.
 10:15—Response. County Supt. George C. Houghton.
 10:30—Penmanship. Principal A. J. Demarest, Hoboken.
 11:00—Science of Education. Dr. John F. Woodhull, New York.
 11:30—Geography. Principal C. S. Haskell, Jersey City.
 12:00—Language. Henry Snyder, City Superintendent, Jersey City.

AFTERNOON SESSION.

- 2:00—How to Save Time. H. M. Maxson, City Superintendent, Plainfield.
 2:30—Whose Fault Is It? George G. Ryan, City Superintendent, New Brunswick.
 3:00—Literature for Children. Principal George E. Hardy, New York.
 3:30—School Economy. Dr. James M. Green, Principal State Normal School.

EVENING SESSION.

- 8:00—Music. Valencia Orchestra.
 Lecture, "A Born Teacher." Wm. H. Maxwell, Superintendent Public Instruction, Brooklyn.

Saturday, November 19th.

- 9:45—Devotional Exercises.
 10:00—Drawing. Dr. Langdon R. Thompson, Supervisor of Drawing, Jersey City.
 10:30—Book-keeping. Principal A. J. Demarest.
 11:00—Address. State Supt. Addison B. Poland.
 11:30—Kindergarten. B. C. Gregory, Supervising Principal, Trenton.

UNION COUNTY.

November 18th and 19th, 1892.

PUBLIC SCHOOL No. 4, ELIZABETH.

- B. HOLMES.....County Superintendent.
 J. A. DIX.....City Superintendent, Elizabeth.
 H. M. MAXSON..City Superintendent, Plainfield.
 DR. E. B. SILVERS.....City Superintendent, Rahway.

Friday, November 18th.

MORNING SESSION.

- 9:30—Opening Exercises.
 9:45—The Teaching of English Literature and Its Relation to Other School Work. Miss Sarah J. McNary, Newark Normal School.
 10:15—Penmanship. Prof. D. H. Farley, State Normal School.
 10:45—The Extra-Professional Development of the Teacher's Personality. Miss Sarah J. McNary.
 11:15—Book-keeping. Prof. D. H. Farley.

AFTERNOON SESSION.

- 2:00—Address. State Supt. Addison P. Poland.
 2:30—Reading. Miss Caroline McGuire, State Normal School.
 3:00—History. Miss Lillie A. Williams, State Normal School.
 3:30—Drawing. Dr. Langdon R. Thompson, Supervisor of Drawing, Jersey City.

EVENING SESSION.

- 8:00—"Columbus." Miss Lillie A. Williams.

Saturday, November 19th.

MORNING SESSION.

- 9:30—Opening Exercises.
 9:45—Moral Training in the School. Prof. D. T. Ames, Elizabeth.
 10:15—Zoology. Prof. A. C. Apgar, State Normal School.
 10:45—Reading Circle. Principal Joseph Clark, Newark.
 Adjournment.
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HUNTERDON AND SOMERSET COUNTIES.

November 21st, 22d and 23d, 1892.

SOMERSET HALL, SOMERVILLE, N. J.

EDWARD M. HEATH.....County Superintendent, Hunterdon County.
 WILLIAM T. F. AYERS.....County Superintendent, Somerset County.

Monday, November 21st.

MORNING SESSION.

- 10:00—Devotional Exercises. Rev. J. P. Searle.
 10:10—Address of Welcome. Rev. E. G. Read.
 10:20—Response. Principal E. F. Bush.
 10:30—Penmanship. Prof. D. H. Farley, State Normal School.
 11:00—Geography. Principal C. S. Haskell, Jersey City.
 11:30—Book-keeping. Prof. D. H. Farley.

AFTERNOON SESSION.

- 2:00—Language. Henry Snyder, City Superintendent, Jersey City.
 2:30—History. Principal C. S. Haskell.
 3:00—Address. State Supt. Addison B. Poland.
 3:30—Language. Supt. Henry Snyder.

EVENING SESSION.

- 8:00—Lecture, "A Born Teacher." Wm. H. Maxwell, Superintendent
 Public Instruction, Brooklyn.
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Tuesday, November 22d.

MORNING SESSION.

- 9:45—Devotional Exercises. Rev. E. G. Read.
 10:00—Address. Supt. Wm. N. Barringer.

- 10:30—Professional Teaching. Dr. J. M. Green, Principal State Normal School.
 11:00—Reading. Miss Carrie E. McGuire, State Normal School.
 11:30—Observations from History of Education. Dr. J. M. Green.

AFTERNOON SESSION.

- 2:00—Drawing. Dr. Langdon S. Thompson, Supervisor of Drawing, Jersey City.
 2:30—Address. Supt. Wm. N. Barringer.
 3:00—Drawing. Dr. Langdon R. Thompson.
 3:30—Physical Culture. Dr. Charles H. Raymond, Lawrenceville.

EVENING SESSION.

- 8:00—Lecture. Supt. Wm. N. Barringer.

Wednesday, November 23d.

MORNING SESSION.

- 9:45—Devotional Exercises. Rev. W. M. Trumbower.
 10:00—Mathematics. Principal William E. Bissell, Newark.
 10:30—How to Save Time. Dr. H. M. Maxson, City Superintendent, Plainfield.
 11:00—Reading Circle. B. C. Gregory, Supervising Principal, Trenton.
 11:30—Mathematics. Principal William E. Bissell.

WARREN COUNTY.

November 21st, 22d and 23d, 1892.

HIGH SCHOOL HALL, LOVELL BUILDING, PHILLIPSBURG, N. J.

ROBERT S. PRICE.....County Superintendent.
 H. BUDD HOWELL.....City Superintendent, Phillipsburg.

Monday, November 21st.

MORNING SESSION.

- 10:00—Devotional Exercises. Rev. A. M. Raven.
 Address of Welcome. Hon. S. V. Davis, Mayor of Phillipsburg.
 Response. Principal A. H. Skinner, Belvidere.
 10:30—Address. William N. Barringer, City Superintendent, Newark.
 11:00—Reading Circle. B. C. Gregory, Supervising Principal, Trenton.
 11:30—Address. Supt. William N. Barringer.

AFTERNOON SESSION.

- 2:00—Geography. Miss Susan A. Reilly, State Normal School.
2:30—Drawing. Miss Janet Emery, Supervisor of Drawing, Trenton.
3:00—Geography. Miss Susan A. Reilly.
3:30—Drawing. Miss Janet Emery.

EVENING SESSION.

- 8:00—Lecture. Supt. William N. Barringer.
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Tuesday, November 22d.

MORNING SESSION.

- 9:15—Devotional Exercises. Rev. W. S. Galloway.
9:30—Language. Henry Snyder, City Superintendent, Jersey City.
10:00—Penmanship. Prof. D. H. Farley, State Normal School.
10:30—Language. Supt. Henry Snyder.
11:00—Book-keeping. Prof. D. H. Farley.
11:30—How to Save Time. Dr. H. M. Maxson, City Superintendent, Plainfield.

AFTERNOON SESSION.

- 2:00—Mathematics. Principal William E. Bissell, Newark.
2:30—How to Save Time. Dr. H. M. Maxson.
3:00—Mathematics. Principal William E. Bissell.
3:30—Physical Culture. Dr. H. B. Boice, State Normal School.

EVENING SESSION.

- 8:00—Lecture, "A Born Teacher." William H. Maxwell, Superintendent Public Instruction, Brooklyn.
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Wednesday, November 23d.

MORNING SESSION.

- 9:15—Devotional Exercises. Rev. Joseph Stump.
9:30—Observations from History of Education. Dr. James M. Green, Principal State Normal School.
10:00—Address. State Supt. Addison B. Poland.
10:30—Whose Fault Is It? George G. Ryan, City Superintendent, New Brunswick.
11:00—Professional Teaching. Dr. James M. Green.
11:30—Packing for Preservation. Supt. George G. Ryan.

BERGEN AND PASSAIC COUNTIES.

December 2d and 3d, 1892.

UNION STREET SCHOOL, HACKENSACK.

JOHN TERHUNE.....County Superintendent, Bergen County.
 ALEXANDER ELLIOTT, JR.....County Superintendent, Passaic County.
 J. A. REINHART.....City Superintendent, Paterson.
 H. H. HUTTON.....City Superintendent, Passaic.

Friday, December 2d.

MORNING SESSION.

9:45—Devotional Exercises.
 10:00—Address of Welcome.
 10:15—Response.
 10:30—The Extra-Development of the Teacher's Personality. Miss Sarah J. McNary, Newark Normal School.
 11:00—How to Save Time. Dr. H. M. Maxson, City Superintendent, Plainfield.
 11:30—Arithmetic. Supt. Vernon L. Davey, East Orange.

AFTERNOON SESSION.

2:00—Language. Henry Snyder, City Superintendent, Jersey City.
 2:30—Whose Fault Is It? George G. Ryan, City Superintendent, New Brunswick.
 3:00—Address. State Superintendent Addison B. Poland.
 3:30—School Economy. Dr. James M. Green, Principal State Normal School.

EVENING SESSION.

8:00—Lecture, "Manual Training." Dr. H. M. Leipsiger, New York.

Saturday, December 3d.

MORNING SESSION.

9:45—Devotional Exercises.
 10:00—Drawing. Dr. Langdon S. Thompson, Supervisor of Drawing, Jersey City.
 10:30—Literature for Children. Principal George E. Hardy, New York.
 11:00—Reading Circle. B. C. Gregory, Supervising Principal, Trenton.

STATE SCHOOL EXHIBIT AT THE WORLD'S COLUMBIAN EXPOSITION.

For the purpose of making a creditable display of the organization, administration and products of the school system of New Jersey at the World's Columbian Exposition at Chicago in 1893, the State Board of Education early in the year appointed a committee of three of its members, consisting of William R. Barricklo, Nicholas Murray Butler and John H. Scudder, to organize, direct and supervise this work. This committee applied at once to the Chicago authorities for sufficient space for the display, and took other necessary preliminary steps to make the same a success. An address was issued to the boards of education, school officers and teachers of the State, soliciting their active co-operation in securing a display which, it is hoped, will be not only meritorious, but which will fully attest the acknowledged excellence of our State school system. A complete organization of the various departments of the exhibit was effected by the appointment of a general executive committee and several special committees, consisting of school officers and teachers. These will have charge of its immediate preparation. The State Superintendent has issued a comprehensive and detailed circular of instructions concerning the plan and method to be pursued in the preparation of the various kinds of work. Free supplies of stationery and other material have been distributed among the schools. The work of preparation is already far advanced, and it is believed that when the products of the New Jersey schools shall be shown alongside of those of other States, they will reflect credit upon the educational system of our Commonwealth.

The following is the complete circular of the State Superintendent referred to above:

STATE OF NEW JERSEY.

DEPARTMENT OF PUBLIC INSTRUCTION.

PLAN FOR THE STATE SCHOOL EXHIBIT AT THE WORLD'S COLUMBIAN EXPOSITION, TO BE MADE AT CHICAGO, 1893, WITH DIRECTIONS TO TEACHERS AS TO ITS PREPARATION AND DISPLAY.

[Circular No. 1.]

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW JERSEY,

TRENTON, October 1st, 1892.

To the School Officers and Teachers of New Jersey:

The Committee appointed by the State Board of Education to have charge of the preparation of a State School Exhibit for the World's Columbian Exposition, beg leave to call your attention to the necessity of immediate and united effort on the part of all who are engaged in conducting the schools of the State, in order that such Exhibit may be worthy of the high character of the educational interests of the Commonwealth.

During the next few months no effort will be spared by School Officers and Teachers in all parts of the country to secure creditable exhibits of

their respective State School Systems. It therefore behooves us to make no lesser effort that the School System of the State of New Jersey may be fairly represented and not suffer by comparison with the school systems of other States. Indeed, if we are to maintain the prestige to which the acknowledged excellence of our own State School System entitles us, we must begin at once, and, from this time forward, push with vigor the labor of preparation for the Columbian School Exhibit.

Not only in point of size, but in their inherent excellence, the school exhibits at Chicago next year will, undoubtedly, surpass anything the world has yet witnessed. It is certain, moreover, that exhibits such as were made at Philadelphia, in 1876, and at New Orleans, in 1885—excellent as some of them were, and our own among that number—will have no standing on the present occasion, since, to attract favorable notice, any exhibit at Chicago must be more complete, more scientifically prepared and classified, and withal more *educational* in character than previous World's Exhibits. Since 1876, there have been great improvements in systems of education the world over. The mere piling up of a vast quantity of undigested material will not answer our present purpose. The amount of space at the disposal of any State will be small, and only work of considerable excellence will, as a rule, be exhibited.

The means to be employed in our own State to secure work of a superior character will be fully explained in the accompanying circular by the State Superintendent of Public Instruction. Although, as has been stated, only material of real merit will be selected for exhibit at this time, it is nevertheless urgently recommended that every school in the State, large and small, participate in its preparation, in order that the general excellence of the schools may be clearly apparent. It is by this means only, that the greatest value of the World's Columbian Exhibit to the State at large will be realized. The effort to produce work of sufficient merit to win a place in the State display will re-act upon every school that participates to its lasting good.

School Boards of towns and cities and District Trustees throughout the State will undoubtedly insist that their principals and teachers take some active part in the preparation of this State Exhibit, for which the Legislature of New Jersey has made timely provision. It will be no valid excuse for the non-participation of any school or district to allege that there will be material enough under any circumstances—every school should contribute its share. The pride of every district, of every teacher, should be aroused, and no effort should be spared to make the exhibit thoroughly representative of the entire State. All should feel a laudable and patriotic desire to maintain the honor and prestige of the Commonwealth in a matter so important as that of public education.

It will be the aim of the Committee in displaying the State's Exhibit to preserve, so far as possible, County, City and District divisions; hence the failure of any locality to participate in the display cannot fail to attract notice.

It is with the utmost confidence, therefore, that the Committee of the State Board of Education make this appeal to the Officers and Teachers of the State of New Jersey for a common and united effort to secure an educational display worthy of the Commonwealth.

WM. R. BARRICKLO, *Chairman,*

NICHOLAS MURRAY BUTLER,

JOHN H. SCUDDER,

Committee of the State Board of Education.

The Committee have fixed upon *January 10th, 1893*, as the latest date at which any material for exhibit can be received by the State Department.

Plan of State Organization.

The Committee of the State Board of Education, for the purpose of organizing and successfully carrying on the work of preparing the State School Exhibit, have appointed the following:

EXECUTIVE COMMITTEE.

Addison B. Poland, Chairman, State Supt. Public Instruction, Trenton.
 James M. Green, Prin. State Normal School, Trenton.
 William N. Barringer, City Supt. of Schools, Newark.
 Randall Spaulding, City Supt. of Schools, Montclair.
 Henry Snyder, City Supt. of Schools, Jersey City.
 J. A. Reinhart, City Supt. of Schools, Paterson.
 S. A. Farrand, Prin. Newark Academy.
 Frank H. Lalor, City Supt. Schools, Trenton.
 J. Augustus Dix, City Supt. Schools, Elizabeth.
 John Terhune, County Supt. Schools, Hackensack.
 H. Brewster Willis, County Supt. Schools, New Brunswick.
 S. R. Morse, ex-County Supt. Schools, Atlantic City.
 H. Budd Howell, City Supt. Schools, Phillipsburg.

In addition to the foregoing General Executive Committee, the following persons have been appointed as Special Committees to have in charge the more detailed preparation and oversight of the several Departments into which the exhibit has been divided:

Special Committees on Exhibit.

School Grounds and Buildings.—Supt. Vernon L. Davey, Chairman, East Orange; Randall Spaulding, Montclair; Rev. Geo. C. Houghton, Hoboken; Christopher Gregory, Long Branch; A. D. Joslin, Jersey City.

Statistics.—Prin. Augustus Scarlett, Chairman, Newark; David Kennedy, Orange; B. Holmes, Elizabeth; C. E. Boss, Plainfield; W. H. Brace, Trenton.

Kindergarten.—Supt. B. C. Gregory, Chairman, Trenton; Annie Lowrie, Newark; Nellie Bodine, Trenton; Mary R. Doyle, Paterson; M. Virginia Fogle, Trenton; Ella J. Richardson, Jersey City.

Drawing.—Prin. W. A. Deremer, Chairman, Atlantic City; Langdon S. Thompson, Jersey City; Mary C. Field, Trenton; Sarah A. Fawcett, Newark; Caroline Thomas, Paterson; Janet Emery, Trenton.

Manual Training.—Prin. Horatio Draper, Chairman, Camden; Chas. A. Colton, Newark; Edward M. Healy, Trenton; Otto Ortel, Union Hill; J. P. Burnett, Vineland; James S. Bloomer, Hoboken.

Natural Science.—Prof. Austin C. Apgar, Chairman, Trenton; Samuel Lockwood, Freehold; S. R. Morse, Atlantic City; Geo. C. Sonn, Newark; W. S. Sweeny, Jersey City.

Mathematics.—Supt. George C. Ryan, Chairman, New Brunswick; John Enright, Freehold; Nelson Haas, Hackensack; E. F. Carr, Trenton; Edward Kelly, Jersey City; William C. Bissell, Newark.

Language.—Supt. J. A. Reinhart, Chairman, Paterson; A. B. Guilford, Jersey City; J. M. Ralston, Asbury Park; Wm. F. Powell, Camden; M. Virginia Fogle, Trenton.

Geography and History.—Prin. Charles S. Haskell, Chairman, Jersey City; J. E. Manness, Camden; B. C. Wooster, Ridgewood; C. H. Gleason, Newark; Susan A. Reilly, Trenton.

Penmanship.—Prof. D. H. Farley, Chairman, Trenton; Geoffrey Buck-

walter, Camden; M. E. Morse, East Orange; A. J. Demarest, Hoboken; E. S. Richards, Englewood; W. C. Sandy, Newark; M. F. Husted, Cedarville.

Physical Culture.—Prof. Charles H. Raymond, Chairman, Lawrenceville; Dr. H. B. Boice, Trenton; Lory Prentiss, Newark; J. H. Brensinger, Jersey City; T. D. Landon, Bordentown.

Each of the foregoing Special Committees has prepared, under the direction of the General Executive Committee, condensed circulars of instruction to teachers concerning the preparation of each class of exhibits. For greater convenience, these special instructions have been bound up with this general circular, and the attention of teachers is especially directed thereto. For any more detailed information concerning the best way to prepare any special class of exhibits, teachers and school officers are advised to correspond with the Chairman of any Special Committee.

City and County Boards of Exhibit.

The work of soliciting, preparing, collecting, classifying and passing upon the work of the schools in their several jurisdictions will be left entirely to the regular executive officers of each County, City and District. In order, however, to lessen the amount of labor required, it is urgently recommended that each County or City Superintendent associate with him two or more of the leading principals or teachers in his jurisdiction, to be called a County or City Board of Exhibit.

Such Board of Exhibit will find it helpful and desirable to hold meetings of teachers as frequently as may be necessary, to instruct them in the best means of preparing their several displays. It will be well, also, for each City or County Board of Exhibit to assign certain teachers to particular kinds of work for which they may be specially qualified, and to excuse them from the preparation of material of other kinds. *The point is to get a complete exhibit from every city and county, but not to subject every school to the unnecessary labor of preparing work along all lines.*

These Boards of Exhibit will be able also to render the City or County Superintendents effective aid when the time comes to select the best material to be sent to the State Committee at Trenton, as the representative work of the City or County.

City and County Exhibits.

It will doubtless be found helpful also for the purpose of inspiring an interest in making the State Exhibit a success, to arrange for holding City and County Exhibits throughout the State at a period not later, say, than the Christmas holidays. These local exhibits can be held at a very slight expense and will serve as no other means can to excite a healthy rivalry among the different schools of the same city or county. It will, moreover, give to many teachers the much-needed opportunity to become familiar with the best work of other schools and the most effective and available means for making a satisfactory display. City and County Superintendents, therefore, are urgently recommended to fix upon a date at once and make all the preliminary arrangements for such a local exhibit in their respective jurisdictions.

Separate School Exhibits.

Prior to holding the City and County Exhibits that have been described, every school should make an exhibit of its own; it should set apart a portion of its building or wall surface for a display of its own work, while the same is being got ready for the larger City or County exhibit. The object.

of this will be to arouse an interest in the whole subject among the pupils and patrons of the school. Properly managed, these separate school exhibits can be had at almost nominal expense. Their value considered with reference only to each particular locality can hardly be over-estimated.

Expense of State Exhibit—How provided for.

The State Department will issue to every school in the State applying therefor, through the City or County Superintendent, sufficient paper of the official pattern and size upon which to make the *final exhibit* of pupils' work. So also, the expense of portfolios, binding and mounting will be borne by the State whenever the local authorities are unable through lack of means to do the same. But in order to be accepted as a part of the State Exhibit, all portfolios, binding, mounting, &c., must conform strictly to the regulations prescribed by the State Committee.

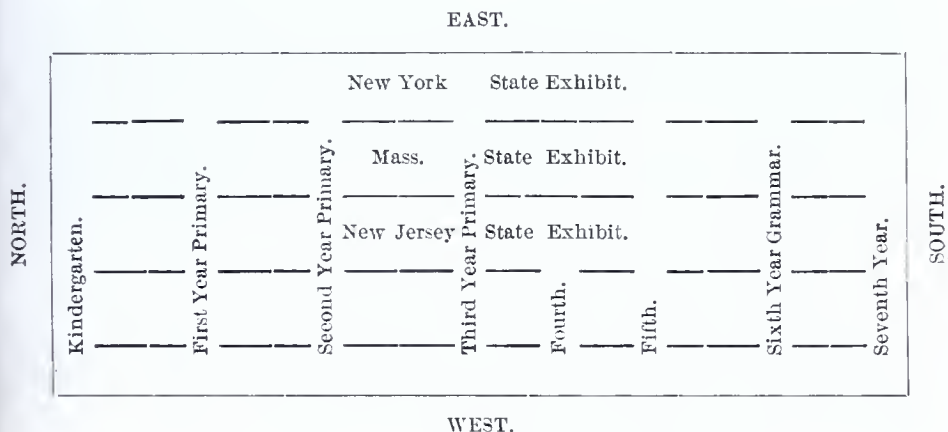
All expense, also, of every description, from the time of the actual shipment of the local exhibits to the State Department at Trenton, will be borne by the State.

For further particulars, not included in the foregoing, information can be had at any time on application to the State Superintendent of Public Instruction, at Trenton, who will answer promptly all inquiries that may be made.

Official Plan of Exhibit.

Dr. Selim H. Peabody, Director of the Department of Liberal Arts of the World's Columbian Exposition, under whose control the Educational Exhibit at Chicago is to be made, has proposed the following general arrangement: "The Educational Exhibit will be organized both by States and by grades. Each State will occupy a definite area, which will be assigned with reference to the elements which the several States will have to represent, as nearly as can be ascertained. These areas will be side by side in parallel subdivisions extending North and South. The arrangement of the elements within the several States will be expected to conform to a general plan, presenting the several grades in consecutive arrangement extending East and West. The studious observer may follow the grades, from the most elementary to the most advanced in any State; or, crossing the areas, he may trace the similarity or variations in any chosen grade."

The following diagram will show more clearly the general plan of the exhibit by States and by *years of the school course*, as set forth in Dr. Peabody's circular just quoted:



In the official classification by the Committee of the National Commission, the subject of education is grouped and classified as follows:

GROUP 145—PRIMARY, SECONDARY AND SUPERIOR EDUCATION.

Class 791. Elementary instruction—infant schools and kindergarten. Description of the methods of instruction with statistics.

Class 792. Primary schools, city and country—school-houses and furniture. Apparatus and fittings. Models and appliances for teaching, text-books, diagrams, examples. Specimens of work in elementary schools.

Class 793. Domestic and industrial training for girls—models and apparatus for the teaching of cookery, housework, washing and ironing, needlework and embroidery, dressmaking, artificial flower making, painting on silk, crockery, &c. Specimens of school work.

Class 794. Handicraft teaching in school for boys—apparatus and fittings for elementary trade teaching in schools. Specimens of school work.

Class 795. Science teaching—apparatus and models for elementary science instruction in schools. Apparatus for chemistry, physics, mechanics, &c.; diagrams, copies, text-books, &c.; specimens of the school work in these subjects.

Class 796. Art teaching—apparatus, models and fittings for elementary art instruction in schools, text-books, &c.; diagrams, copies, text-books, &c.; specimens of art work, modeling, &c., in schools.

Class 797. Technical and apprenticeship schools—apparatus and examples used in primary and secondary schools for teaching handicraft, models, plans and designs for the fitting up of workshops and industrial schools; results of industrial work done in such schools.

Class 798. Special schools for the elementary instruction of Indians.

Class 799. Education of defective classes—deaf, dumb, blind schools, &c.; adult schools for the illiterate.

Class 800. Public schools—descriptions, illustrations, statistics, methods of instruction, &c.

Class 801. Higher education—academies and high schools. Description and statistics. Colleges and universities—descriptions, all illustrations of buildings, library, museum collections, courses of study, catalogue, statistics, &c.

Class 802. Professional schools—theology, law, medicine and surgery; dentistry, pharmacy, mining, engineering, agriculture and mechanical arts. Art and design, military schools, naval schools, normal schools, commercial schools, music.

Class 803. Government aid to education—National Bureau of Education. Reports and statistics.

The following outline will show in somewhat more detail the particular features that should comprise our State exhibit. The division into primary, grammar and high-school grades is made in accordance with the new rules for the classification of all the schools of the State. (See new School Register.) In general it may be stated that the primary school includes the *first* four years of the school course, the grammar school the *second* four years, and the high school the *third* four years. The kindergarten includes all the period of school attendance prior to the first year of the primary school.

I. Statistics, Organization, Administration.

(a) Area, population, chief industries, school attendance, assessed value of property, school tax rate, cost per capita for education, &c.

(b) General plan and organization of State School System, with charts showing the composition of State Board, its powers and duties.

(c) History of State School System, laws, reports, &c.

- (d) Charts to show the most important data collected by the State Superintendent of Public Instruction, and published in his annual reports.
- (e) Published documents and circulars of every description; blanks and official forms of all kinds.
- (f) Municipal school laws, rules and regulations; annual reports of city and county superintendents.
- (g) Courses of study for graded and ungraded schools.
- (h) Teachers' institutes, their history, organization, and how conducted.
- (i) Photographs, models, &c., of typical and historical school buildings.

II. Kindergarten.

- (a) Statistics of number, organization, attendance, &c.
- (b) Furniture, equipment, including gifts, devices, &c.
- (c) Exhibit of children's work, mounted and in portfolios.
- (d) Courses of study in kindergarten schools; plans of exercises, plays, &c.
- (e) Photographs of children at work and at play.
- (f) Mottoes and designs for decorating school-rooms.

III. Primary Schools.

- (a) Photographs, descriptions, elevations and plans of typical buildings.
- (b) Photographs of interiors and exteriors with children engaged in various kinds of exercises.
- (c) Courses of study displayed on charts or in portfolios.
- (d) Plans of exercises and teaching devices, showing method of instruction, &c.
- (e) Time-tables, programmes, mottoes, banners, any useful aids in instruction or discipline.
- (f) Collections of minerals, plants and animals made by pupils.
- (g) School libraries for children of this age.
- (h) Work of pupils in language, number, writing, color, drawing, elementary science, manual work (including advanced kindergarten exercises in paper-folding, paper-cutting, cardboard construction, stick-laying, weaving, clay-modeling, sewing, &c.), mounted or in portfolios or bound volumes.
- (i) Mottoes and designs for decorating school rooms.

IV. Grammar Schools.

- (a) Photographs, printed or written descriptions, elevations, plans, models, &c., of typical school buildings.
- (b) Books, apparatus, maps, charts, models, devices and all appliances for conducting the work of schools of this class.
- (c) Courses of study, programmes, time-tables, plans of organization for instruction or discipline; pupils' societies for investigation or debate; mottoes, banners and all aids of every description.
- (d) Pupils' collections of minerals, plants and animals, classified and mounted by pupils themselves.
- (e) Specimen work of pupils in all the studies of this grade.
- (f) Home-made apparatus for illustrating physics and chemistry.
- (g) Photographs of interiors and exteriors, with pupils engaged in various exercises.
- (h) Photographs of shops, kitchens and sewing-rooms.

V. High Schools.

The high-school exhibits will be of the same general character as the exhibits in the lower schools, only covering a greater variety of subjects.

It is expected that the high-school exhibits will show a higher excellence of judgment, taste and finish than the work of the lower-grade schools.

(a) A set of examination papers for entrance to the high school with the pupils' answers thereto should make a feature of this exhibit; so likewise the work of pupils at graduation.

(b) Diplomas, records and blanks of all description may be shown in portfolios or mounted for display on the walls.

(c) Specimens of work in type-writing and stenography.

(d) A well-selected high school library for reference.

(e) Essays, with pictorial illustrations by pupils, on topics of current interest; translations, abstracts, school publications (illustrated whenever practicable).

(f) Societies for investigation or debate, their organization, rules, &c.

VI. Ungraded Schools.

The exhibit of this class of rural or urban schools will include besides statistics all kinds of work pursued. The number as well as importance of the ungraded schools is such that they will constitute in every State exhibit one of its most important and instructive features.

It is especially urged upon the teachers of ungraded schools to make extraordinary efforts to secure a full and fairly representative exhibit of the class of work done therein.

VII. Evening Schools.

System and organization; rules and regulations; statistics and reports.

Courses of study; specimens of pupils' work; photographs where practicable.

VIII. Normal School.

This will be a special exhibit showing in detail the sequence of studies, their proper correlation, and the scientific method pursued from the kindergarten to graduation for college or for teaching.

It is expected that this exhibit will be especially interesting and instructive.

IX. City Training Schools for Teachers.

This class of schools is becoming an important feature of State educational systems, and any exhibit that will show clearly their distinctive features will be very instructive and valuable.

The work of these schools can best be shown by charts describing their organization, courses of study, rules of government, &c.; by a full exhibit of pupil-teachers' work of all kinds; by printed blanks, programmes, time-tables, diplomas, licenses to teach, &c.

X. Special State Schools.

Exhibits will be made of the special work of the Deaf and Dumb School at Trenton, and of the School for the Feeble-Minded at Vineland.

XI. Vacation Schools.

The city of Newark has for years carried on, during the summer vacation months, a number of schools of this class.

Their unique character, being almost the only schools of this kind in the country, renders them especially an object of interesting exhibit.

XII. Industrial and Technical Schools.

There are two schools of this class organized under the same general law, but distinctly unlike, one at Hoboken and the other at Newark.

It is probable that these schools will prefer to exhibit under another classification, namely, that of Manual Training or Technical Schools.

XIII. Private Schools.

Private schools of every class are cordially invited to participate in the State Educational Exhibit, and their work along any lines will be shown in connection with the work of the public schools.

XIV. Colleges and Universities.

It is expected that the higher institutions of learning in the State will make extensive and highly creditable exhibits.

XV. Reading Circles.

The New Jersey State Reading Circle was one of the first organized in the country, and one of the most successful in its operation. An effort will be made to exhibit, in some appropriate manner, the plan of its organization, the method of its working and some of its results.

General Directions for the Preparation of Material.

I. Amount of Work Required.—Within the general divisions that have been outlined, the amount of material for exhibit that any one school will furnish must rest wholly with each Superintendent, Principal or Teacher. As a general rule, it will not be well to attempt more work than can easily be done prior to the date set for the Holiday Exhibit of the county or city.

Many, if not all, of the cities and larger towns of the State will doubtless wish to be represented in all, or nearly all, kinds of work. But even when such a complete local exhibit is desired, it may be well for the City or County Superintendent to assign different kinds of work to his various schools, thereby diminishing greatly the amount of labor involved, and insuring a better product than when too much is attempted.

II. Kinds of Work.—Three kinds of exhibits of pupils' work will be made. First, the entire work of a class; second, selected papers only; third, the entire work in all branches of individual pupils. Principals and teachers will exercise their own judgment as to which kind of exhibit to make. It is evident that the first kind of exhibit will give the most truthful picture of the average work of a class; the difficulty, however, of exhibiting any considerable amount of such work will be lack of sufficient space. The indications are that most States will exhibit "selected" work almost exclusively.

The following from a circular by Hon. C. Wellman Parks, Special Agent of the United States Bureau of Education, Troy, N. Y., contains some excellent recommendations:

"If possible, some of the earlier work of the same pupils should be shown. Where this is impossible or inconvenient, it is essential to pay great attention to the description of the members of the class from whose work the exhibited specimens are taken. The age of each pupil should be given, as well as the number of years that he or she has been attending the schools of the place. From a general programme of studies and a schedule

of recitations and study hours, a visitor can determine the time that each pupil has devoted to the kind of work that is shown, hence such programmes and schedules should be the first parts of all exhibits to be prepared.

"For the Paris Exposition of 1889, some of the American cities arranged their exhibits of this class in a way that might be extensively and advantageously copied. Their volumes were class-books containing specimens of the entire work of the class. For instance, suppose the book is for the seventh-year class, and that this class studies geography, history, reading, grammar, penmanship, spelling and music. A group of about a dozen pupils of this grade will be photographed, and a copy of this will be placed upon the front cover of the volume. After an appropriate title page will follow a table showing the age, physical development and number of years of school attendance of each pupil in the group. Next comes a programme showing the arrangement of study and recitation hours for each day in the week. This is followed by a list of text-books, and the remainder of the volume is composed of specimens of all kinds of class work that can be shown in this way."

III. Quality of Work.—The quality of work furnished is of far greater consequence than its amount. Too great care cannot be taken at the outset in the selection of topics and their assignment to classes and grades. This assignment should be made in all cases by the Principal of the school acting under the authority and direction of the City or County Superintendent. The topic or lesson on which an exhibit is to be made should be one that lends itself readily to such a purpose; it should be typical of the required work of the class or grade, and the result should fairly represent the best average work of the same. Every exercise should have a separate and distinct end in view from the teacher's standpoint, and the object of the lesson should be made clearly apparent by the pupil's work. Miscellaneous and objectless work, showing no clearly-defined pedagogical purpose, should have no place in this exhibit.

The tests employed to bring out the knowledge or skill of pupils in any subject, as for instance in arithmetic, should show the successive steps in the development of a topic, together with the pupil's power to solve difficult problems and to vary his work to meet accidental conditions. Something more is requisite to show the highest teaching results than the mere answers to trite and ordinary test questions. Still, however, the greatest care should be taken that the tests be not unfairly difficult nor beyond the age and grade of the class. The ingenuity of the principal or teacher may well be exercised at the very outset in devising tests, that in variety and adaptation will meet all the demands of an exhibit such as this is intended to be.

IV. When Work is to be Done.—It is not expected that many schools in the State have as yet done much in preparation for the Columbian Exhibit; hence it will be necessary to do all the work in the next three months. It is recommended that immediately on receipt of this circular, superintendents, principals and teachers proceed to plan out their several kinds of exhibit and make all the necessary preliminary arrangements therefor.

In the cities the superintendent should call at once a meeting of his principals and assign to them the various kinds of work to be done. County Superintendents also will do well to call together the leading teachers of their counties for consultation and immediate action. The work in all subjects can be done simultaneously, or in successive weeks. So far as possible no test should be called for until the work of the term is well advanced, in order that better results may be secured. The first thing to be done by any superintendent or teacher is to determine the precise amount and

kinds of work that are to be offered for exhibit; next, to distribute the same among the different schools and grades. This work of preparation cannot begin any too soon.

V. How the Work is to be Done.—It is desirable that the results should fairly exhibit the standard efficiency of the schools of the State. The precise time, method and manner of securing these results must be left, however, to the judgment of each superintendent and principal. The written work of pupils should all be subsequent to January 1st, 1892. We are confronted at the very outset, however, with one difficulty, namely, that since the tests are to be made at the beginning of the school year, only a small portion of the work of the year can be shown. It would be far more satisfactory if the tests were to be made at the end of a school year, so that the complete results of an entire year's study might be exhibited. If it be found desirable in any case to exhibit the work of the winter, spring or summer months, it will be necessary to give the test to a "promoted" class, accrediting the results, however, to the year or grade in which the instruction was previously given.

VI. Form of Pupils' Work.—The work of pupils will first be done on ordinary paper or slate. After a sufficient time has been given them to make their own corrections, unaided by teachers or others, they will copy their work upon the prescribed paper supplied by the State. Pupils should be particularly cautioned to observe all the directions given as to form, rulings, headings, subscription, non-rolling, non-folding, &c. Pupils' work should be written on one side of the paper only, and a margin of one inch at the left should be preserved for binding. A smaller margin should be left on the right. In no case should pupils' work be rolled or folded; it should be kept flat to facilitate mounting or binding. Whenever possible, ink should be used; or, if not, a hard lead pencil. The general title of the exercise should be written at the top and the pupil's name, age and year of course (calling the lowest primary grade the first year, and counting upwards) at the bottom right-hand corner; also, the district or city, name of school and date at the left-hand lower corner as follows:

Newark, N. J.,
Summer Ave. School,
Oct. 21st, 1892.

Floyd M. Rice,
Aged 10 years,
4th Year Grade.

Too great attention cannot be paid to the form and neatness of pupils' work, AND ESPECIALLY TO THE WRITING.

VII. Length of Exercise.—Care should be taken that the exercises given be not too long. As a rule, two hours should be sufficient for the teacher's directions, making the first trial draft, correcting, copying and handing in the same to the teacher.

It is probable that many exercises can be written on one surface of a half sheet of paper; still there will be no limit as to the amount of paper that may be used.

VIII. Selection of Best Work.—It is recommended that for "selected" work, the principal or teacher choose, not to exceed as a general rule, one-fourth of the papers of an entire class in any one subject. These should be the best. The entire exhibit of the school should be carefully classified, labeled, &c., and sent to the County or City Superintendent when called for, with a carefully made-out index of the different kinds of material contained. In order to avoid confusion and unnecessary labor, each package should

have indorsed thereon the name of school, name of principal, subject of study and year of course. This will enable the classification to be made at headquarters with comparatively small trouble. Printed labels for the purpose will be furnished on application.

IX. Statement of Teacher.—Before sending them to the City or County Superintendent each teacher should make a careful statement to precede each set of papers. This statement should be made on paper of the same size as the pupils' paper, so as to be bound up as a sort of preface thereto, and should set forth briefly the general subject of the examination, the year of the course, its connection with previous or subsequent work in the course of study, the aim or object of the exercise, the questions or topics submitted, the whole time given to preparation for the test, the time occupied by pupils in taking it, the number of pupils participating, and the number of papers selected; also any special conditions affecting the result that an interested person might need to know in order to form a correct judgment of the value of the exhibit.

The following will indicate in a general way the character and form of the teacher's statement that is called for.

Teacher's Statement.

GEOGRAPHY—FIFTH YEAR.

Production Map of the State of New Jersey.

Class has previously studied the topography and climate of the State.

Aim of the lesson to fix the chief areas of the principal natural productions.

Whole time given to class instruction—one hour.

(Test questions, if any.)

Time occupied by pupils indorsed on each map.

Work done entirely at school.

Number of pupils in class—Twenty-five.

Number of papers exhibited herewith—Six.

Monclair, N. J.,
Public High School,
Oct. 21st, 1892.

EDITH R. STREETER,
Teacher.

X. Honesty of Pupils' Work.—Teachers and school officers should use every reasonable precaution to secure absolutely honest work. The chief value of an Interstate Exhibit of this kind is that it illustrates the actual work of diverse school systems and renders comparison possible. If the exhibit of one State is chiefly composed of the "improved" work of pupils, and that of another the "genuine" work, then there can be no valuable comparison of systems or results.

XI. Time for Doing Work.—It is absolutely imperative that all the work for the State Exhibit should be done prior to the Holidays, and in time to enable every school to make its local city or county exhibit.

The State Department cannot receive work later than January 10th, 1893.

This will afford sufficient time after the Holiday exhibits in the different localities of the State for the material to be packed and shipped to Trenton, classified, mounted and prepared to be set up at Chicago.

The County and City Superintendents will determine and announce when and where the local exhibits will be made.

XII. Paper, Mounting, Binding, &c.—The entire Educational Exhibit will be displayed at Chicago on wall surface, wing frames, tables, shelves, &c. The written work of pupils will be regularly bound, or securely fastened in ornamental covers, or placed in portfolios, or mounted for display upon the walls. In order to secure uniformity, the State Committee have prescribed the form and character of all mounting and binding, and their regulations must be rigidly complied with.

All paper needed for the *final work* of pupils will be furnished by the State without charge. It will be of uniform size for all subjects (except drawing), namely, $8\frac{1}{2} \times 11$ inches, ruled, and with an inch margin at the left for binding. Paper for trial work should be of the same size and shape, but each school must furnish its own. A specially ruled paper will be furnished for the exhibit in penmanship. All exhibits in penmanship *must be sent in unmounted*.

Drawing paper for final work will also be furnished. Its size will be 6×8 inches for primary grades and 9×12 for grammar grades. All drawing exhibits, except special permission is granted, should be sent in unmounted and unbound.

Paper for map-drawing to accompany the examination in geography and history will be of the standard size— $8\frac{1}{2} \times 11$ inches.

Photographs may be sent in mounted or unmounted. The preferred size for mounting is 8×10 inches. Plans of school buildings, elevations, &c., may be of any size. Photographs or drawings of any size will be accepted, with or without frames.

Whenever any city or school district does its own mounting or binding of the written work of pupils, the expense must be borne by such city or school district, and all the regulations of the State Committee as to size, lettering, &c., must be strictly observed.

Suggestions as to the character and cost of separate mounting and display can be had upon application to the State Committee.

Specimens of plants, leaves, &c., must be sent in on regular mounting paper, which is $11\frac{1}{2} \times 16\frac{1}{2}$ inches, or on paper of half that size.

Collections of minerals should be sent labeled, boxed and ready to be set up. The labels should state the name of the specimen, locality where found and date; also the name of school, collector, together with his age and grade.

So also exhibits of home-made apparatus for physical or chemical experiments, and all products of manual training should be sent in mounted or boxed and labeled ready for display.

In general each exhibit should be as nearly ready for final setting up at Chicago as it is possible to make it prior to its shipment to Trenton.

While the exhibit will aim to be a State exhibit and present a unity from that standpoint, the individuality of local exhibits will be preserved as far as possible by the arrangement and subdivision of the space. An official catalogue giving the name of school exhibiting, number and character of exhibits, names of pupils whose work is accepted, &c., will be published by the State Committee for free circulation.

Permission will be given to any city or school district to mount and bind its own exhibits, and to purchase its own display cabinets, so that its work, if of sufficient merit, may be shipped intact to Chicago and returned likewise intact. When, however, any city or school district is unable or unwilling to do its own mounting or binding, the same will be done by the State Committee, if the work is accepted, after the receipt of the exhibit at Trenton.

From the outset the exhibit at Chicago will be under the charge of a reliable and skillful person, and no fear need be entertained of loss or damage of any kind.

All printed forms, shipping envelopes, labels, &c., will be uniform and furnished by the State.

XIII. Correspondence.—It is desirable that all Principals of schools, who intend to make an exhibit, should report at once to their respective Superintendents, who in turn should report to the State Superintendent, at Trenton, what kind of work they intend to contribute, its amount, and from what grades; also, what photographs, charts, apparatus, or other material they propose sending; also, to what extent they will need aid in getting up their exhibits. *It is extremely important that this knowledge should be had at once.*

Any special instruction concerning the preparation of particular kinds of work can be had by applying personally or by letter to the Chairmen of the several Special Committees. They will be glad to correspond with any teacher desiring assistance, and will meet assemblies of teachers in any county of the State, to explain more fully the work of their departments.

For any further information as to the general features of the State School Exhibit, application should be made to any City or County Superintendent, or to the State Department of Public Instruction, at Trenton.

ADDISON B. POLAND,
State Supt. of Public Instruction.

DIRECTIONS TO TEACHERS

PREPARED BY THE SPECIAL COMMITTEES ON EXHIBIT.

School Grounds and Buildings.

One of the most interesting and valuable parts of the educational exhibit of any State will be the photographs of school-houses.

New Jersey possesses a number of buildings remarkable for architectural beauty and excellence of interior arrangements.

For the credit of the State it is desirable that every such building should be represented in the State School Exhibit at Chicago next year.

The Committee on School Grounds and Buildings urgently request the hearty co-operation of teachers and school officers in securing photographs of such edifices.

Principals, City Superintendents and District Clerks in localities possessing school-houses of the best grade are solicited to bring this matter before their Boards and urge that steps be taken immediately to procure and send to us unmounted photographs, 8 x 10 in. or 6½ x 8½ in. in size, showing exteriors and grounds; also any unusually good interiors, or points of excellence of any kind.

If it is necessary to wait until the foliage falls from trees which hide buildings, the Committee urge that all arrangements be made at once with photographers, in order that no unnecessary delay may arise later; all other pictures should be sent before the first of November, if possible.

The following should accompany pictures: grade of school—whether high, grammar or primary; dimensions of building and class-rooms; number of rooms; method of heating and ventilating; sanitary and toilet arrangements; cost of building, exclusive of lot and furniture, but including heating; date of erection; kind of blackboards, &c.

For the Committee,

VERNON L. DAVEY, *Chairman.*

Statistics.

The Committee on Statistical Exhibit desire that a report be made by every public school in the State, giving correctly the information called for in the accompanying blank. It is recommended that the report show the condition of the schools on the twenty-first day of October, 1892.

The reports should be made out promptly and forwarded in the usual way through the City and County Superintendents. It is specially urged that there be no delay in the transmission of these reports.

NUMBER OF PUPILS ENROLLED SINCE SEPTEMBER 1ST, 1892.				Boys.	Girls.	Total.
Number of pupils doing	1st year's work,					
"	2d	"	Primary.			
"	3d	"				
"	4th	"				
"	5th	"	Grammar.			
"	6th	"				
"	7th	"				
"	8th	"	High.			
"	9th	"				
"	10th	"				
"	11th	"				
"	12th	"				
Aggregate of the ages of pupils doing	1st year's work,					
2d	"	Primary.				
3d	"					
4th	"					
5th	"	Grammar.				
6th	"					
7th	"					
8th	"	High.				
9th	"					
10th	"					
11th	"					
12th	"					

Please note that the aggregate of the ages is called for, *not the average*.

For the Committee,

A. SCARLETT, *Chairman*.

Kindergarten Exhibit.

THE GIFTS.

In illustrating the *first* and *second gifts* the teacher will present typical lessons embodying her methods of using these gifts, showing what senses are trained and how she trains them. The question and answer form is the best in presenting these methods. We suggest that these gifts are perhaps less understood than any others. Any clear or unique presentation of the teacher's thought with regard to them will be very valuable.

The *third*, *fourth*, *fifth* and *sixth gifts* must be represented by drawings or photographs. The *seventh* and *eighth gifts* may be represented by drawings or photographs, but may also be represented just as they leave the hands of the children, if the teacher will take the pains to glue or sew the exhibit to cardboard.

The *ninth*, *tenth*, *eleventh* and *twelfth gifts* should be represented in the materials which apply to those gifts, and carefully glued or sewed to chart paper.

PAPER-FOLDING.

Coated paper in four-inch squares should be used. Present forms of symmetry and forms of life. In all cases give the fundamental form, and show the sequence by a series of paper foldings. Circular, triangular or rectangular papers may also be used if desired.

PAPER-CUTTING.

The fundamental form may be either a triangle or square, and should not measure more than four inches in any direction. Show the sequences derived from these forms. Mount the designs on uniform squares of paper of a color harmonizing with the color used for the forms cut.

WEAVING.

The teacher may present designs dictated or originated by the children. She should also present a set of mats showing a sequence.

DRAWING.

The teacher is left free to follow her own views concerning this subject, keeping always within the scope of the Kindergarten. She may present rectilinear or curvilinear drawings, or the straight lines or curves which form the elements of those drawings; or she may present simple sketches and drawings from objects.

SEWING.

The same option is given to the teacher here as in the case of drawing. The necessity of keeping within the scope of the Kindergarten is urged again.

PEAS WORK.

Dictated or original forms. See that the peas are thoroughly dry. Fasten the forms preferably by sewing to cardboard, and place the cardboards with forms in layers in a box, allowing the edges of the cardboard to rest in slots cut in strips, nailed to the inside surface of the box, so that the layers of designs shall not touch each other. This arrangement is necessary if the exhibit is to stand the wear and tear of shipment.

CLAY-MODELING.

Model the type solids and the objects based upon them; present as much original derivative work as possible. Each object should not contain more than sixteen cubic inches. If possible, have the objects "fired."

GENERAL DIRECTIONS.

Written descriptions of work should be brief, clear, and contain only what is striking in method; such descriptions should be typewritten, and on but one side of the paper.

Number all sequences.

In the paper-folding, paper-cutting, weaving, interlacing and sewing, harmony of color is absolutely essential.

The work may be displayed either on charts, in portfolios, or in show cases.

Photographs showing children engaged in Kindergarten work are very acceptable. This, indeed, is the only way of presenting any illustrations of Kindergarten Games.

Pictures and Kindergarten appliances, which, in the opinion of the teacher, exhibit novel or unique methods of teaching, should be sent in portfolios.

Schemes of work may be illustrated on charts. This may include schemes covering the order of presenting the work during a week, a month

or a term, or typical schemes showing the method employed during a single session. In the latter case, the teacher should show the unity of the day's work. Particularly should she illustrate the manner in which she carries out the thought of the "morning talk" in the games, gifts and occupations of the day. A morning talk in full, if bright and original, is a very good exhibit.

Statistics showing the success obtained by Kindergarten pupils in their career, subsequent to the Kindergarten Course, will be very valuable. Such statistics are to be had only by personal effort and investigation by the Kindergarten teacher, but the committee regard the results of such investigation as exceedingly important.

Drawing.

The State exhibit in drawing will be shown in three different ways:

First. Drawings and other work that can be conveniently mounted on cardboards, 22 by 28 inches in size, will occupy wall space, in three horizontal rows or tiers, each 22 inches in vertical height, and in horizontal length, some multiple of 28 inches. These rows will be suitable to show courses of instruction.

Second. Bound volumes or portfolios of drawings occupying tables, to show (a) Every-day class-work; (b) The work of entire classes; (c) The entire work of individual pupils; (d) Drawing-books bound in volumes.

Third. Constructed objects, made of paper, cardboard, cloth, wood or other material, to be shown in show cases, forming a fourth horizontal row, beneath the three rows mentioned above.

PRIMARY WORK.

1. *Clay-Modeling*: (a) Geometrical solids, type forms; (b) Objects based on these; (c) Original variations of them. Three or four different specimens of each form should be sent packed in sawdust, to provide for breakage and loss in "firing."

2. *Paper-Work*: (a) Cuttings to represent regular geometrical plans, as squares, circles, triangles, &c.; (b) Exercises in folding them; (c) Decorative designs arranged from them, combining only tints and shades of the same color or neutral colored papers.

All of this work should be mounted on sheets of drawing paper, each $7\frac{1}{2} \times 9$ inches, with long edges vertical.

3. *Stick-Laying*: (a) To represent geometrical outlines; (b) Ornamental designs; (c) Pictorial outlines of familiar objects. This work is to be mounted on sheets of drawing paper, each $7\frac{1}{2} \times 9$ inches, with long edges vertical.

4. *Drawings*: (a) From copy; (b) Original inventions; (c) Memory drawings; (d) Drawings from dictation; (e) Drawings for illustration; (f) Drawing from objects.

Every sheet of the different kinds of work sent should contain the name and the age of the pupil making it, marked plainly and neatly, at least one inch above and to the left of the right lower corner of the sheet. The name of the city, school and grade should be marked on the back of each sheet, to be afterwards put at the left lower corner by the State Committee. A margin of half or three-quarters of an inch should be left between the edges of the sheet and the outlines of the drawings.

GRAMMAR WORK.

1. *Mechanical Drawings*: (a) Geometrical drawings; (b) Working drawings.

2. *Pictorial Drawings*: (a) In outline from geometrical solids and objects based on them; (b) Drawings from natural objects.

3. *Æsthetic Work*: (a) Historical ornaments; (b) Decorative designs; (c) Study of works of art.

All grammar work should be drawn on sheets of drawing paper 8 by 11 inches in size, with the long edges of the paper running in a horizontal direction, and with margin, name and age of pupil, and city, school and grade marked as directed for primary work.

HIGH-SCHOOL WORK.

1. *Mechanical Drawings*: (a) Solution of geometrical problems; (b) Orthographic projections; (c) Isometric projections; (d) Scientific perspective, parallel, angular and oblique; (e) Machine drawings; (f) Architectural drawings.

2. *Pictorial Drawings*: (a) In outline from geometrical solids; (b) Drawings from natural objects; (c) Drawings in light and shade; (d) Drawings in color, *i. e.* paintings in water and oil colors.

3. *Æsthetic Work*: (a) Historical ornament; (b) Conventional decorative designs; (c) Applied designs; (d) Study of works of art.

The size of drawing paper for all high-school work is to be 9 x 12, 12 x 19, or 19 x 25 inches, the first and last dimensions having the long edges horizontal, and the second vertical, and each sheet having a margin of one inch, and the name, the age of the pupil drawing it, with the city, school and grade marked as directed for primary work.

NOTE.—No school is obliged to send all the different kinds of work previously described—only such kinds as each school chooses to send. All school work intended for the Exposition should be received at Trenton, not later than January 10th, 1893.

NORMAL AND TRAINING-SCHOOL WORK.

1. Clay-modeling, paper-folding, paper-cutting, stick-laying, color work.
2. *Æsthetic work*; Historical ornament, decorative design.
3. Object drawing; In outline, in light and shade, in color.
4. Mechanical drawings; Geometrical projections and perspective.

EVENING DRAWING SCHOOLS.

1. *Freehand Drawing*: From copy, historic ornament, objects in outline, light and shade.

2. *Mechanical Drawing*: (a) Architectural; (b) Machine.

BOUND VOLUMES.

Drawings may be bound in portfolios, without ornament, except the front cover, which should be lettered in gilt, showing contents, school year, city, &c.

Drawing-books may be bound in volumes not exceeding one and one-half inches in thickness, in the same style as above.

For the Committee,

LANGDON S. THOMPSON.

Manual Training.

For the manual training exhibit, work is solicited only from schools or classes having a *systematic course* of exercises under any of the following heads:

I. CLAY-MODELING.

- (a) Modeling from nature, fruit, leaves, parts of animals, objects of utility or ornament.
- (b) Advanced work—relief forms.

II. CARDBOARD WORK.

- (a) Geometric solids.
- (b) Ornamental or useful objects having the nature of solids, but not showing simply one surface.

Cardboard objects should not be less than two inches in one of the dimensions and should not be so large as to cause medium weight cardboard to lose its flat surface. In a series of related objects, such as the geometric solids, the sizes should be approximately uniform.

III. DESIGNS.

- (a) All exact designs made from drawings, constructed of colored papers on a ground of cardboard, colored charts, &c.

- (b) Designs for floor patterns, wall paper, &c., on squares five inches and eight inches.

- (c) Border patterns, fret-work, &c., on rectangular strips 4'' x 12'' and 6'' x 26''.

If colors or colored crayons should be used, the same general directions will apply.

IV. SEWING: PLAIN AND ORNAMENTAL.

- (a) Darning and fancy stitching.

- (b) A sample of each step in the graded course.

Small specimens mounted on white cardboard 8'' x 11'' and 11'' x 14''—the edges of the board bound with colored paper.

- (c) Cutting and fitting; patterns made of manilla paper; chart work on paper 11'' x 14'' or 14'' x 22''.

- (d) Garments, household decorations, &c.

V. COOKING; BOILING; BROILING; FRYING; MIXING; BAKING; MAKING COMBINATIONS, SOUPS, SALADS, SAUCES, CONDIMENTS, YEASTS, ETC.;

ANATOMY OF ANIMALS—(CARVING).

- (a) A small model kitchen with apparatus, utensils, &c.; or photographs of the same; photographs of pupils at work.

- (b) Charts 11'' x 14'', or 14'' x 22'', or roller charts 18'' x 30'' and 24'' x 36'', showing mechanical and chemical action of materials; showing any phases germane to this subject.

VI. WOOD WORK, JOINERY, PATTERN-MAKING, MARQUETRY, CARVING, (RELIEF FORMS), SLOYD WORK.

All apparatus (both in wood and metal) to illustrate physics, &c., when made by pupils pursuing a course in manual training.

Models should be so arranged as to show the course of instruction, or order in which they were given to the pupils.

Working drawings may accompany each piece of work. Work should be coated with shellac and mounted on boards 28'' x 44''; each piece should be labeled with pupil's name, age, and number of hours instruction previously received.

Photographic views of shop interiors and of classes at work.

VII. ALL METAL WORK.

Iron, tin, &c. Illustrations of Chipping, Filing, Fitting, Drawing out, Upsetting, Welding, Tempering, Soldering, Making Seams, &c.
Ornamental work.

Same directions as to mounting, labeling, &c., as for woodwork.

VIII. Industrial schools, such as the Technical School at Newark, will make a special exhibit—showing by colored yarns, dyes, raw materials, materials in the several stages of manufacture, and by whatever else the laboratory and museum may supply, as well as by charts, a visible history of the kind of work carried on, and the aim of the school. These exhibits will be displayed in cases built to hang on the wall or to be placed in twos, back to back upon a table, so as to present both a back and a front view.

NOTE 1.—Where size is not mentioned, use the size provided for in your course of study.

NOTE 2.—Each object should be distinctly labeled or marked in stencil, with name of locality, school, age and grade of pupil. Where printed labels can be used, they will be furnished by the State.

With colored fabrics (as in sewing) the above may be stamped on a neat rectangular piece of white and sewed or stitched on the object.

NOTE 3.—The object of the exhibit is to illustrate courses of study and to indicate methods of teaching pursued in the manual training schools of the State. Teachers should select the best typical specimens of their course and present them in a clear, well-defined form.

Theoretic work may be presented on small cardboard charts 11" x 14" or on roller charts 18" x 24".

N. B.—Heavy manilla paper makes very good charts for this work.

Roller charts should be so constructed as to serve two purposes: 1. To lie rolled on the table—name and character on the outside roll.

2. To be ready to hang on the wall if necessary.

NOTE 4.—Private schools may exhibit under the same conditions as the public schools.

It is desirable that photographic views be sent in of the interiors of as many workshops as possible; photographs without pupils preferred.

The size of these photographs should not be less than 8" x 10".

By the Committee,

HORATIO DRAPER, *Chairman*.

Natural Science.

It is doubtless the fact that written work, although most useful in the school, will not be read to any great extent by visitors at the Columbian Exposition. There is so much to be *seen* that visitors will not take the necessary time to *read* and *study*. The five departments of the educational curriculum best fitted to bring before the eye methods and results are: Manual Training, Kindergarten Work, Drawing, Writing and the Natural Sciences. For this reason these five departments give a chance for a more impressive display than any others.

In the Natural Sciences, when preparing for an exhibit, far more time and labor should be devoted to the "getting up" of apparatus and making of collections than to written work.

The following suggestions are offered as hints in regard to the kind of work, under each of the great departments of Natural Science, best fitted for this "eye display."

FIRST: WORK OF PUPILS.

Physics. Apparatus for experiments in mechanics, sound, electricity, &c.

Chemistry. Apparatus for the generation of gases, weighing of substances, &c., prepared chemicals.

Botany. Drawings of the different stages of growth of plants from the seed, drawings of the dissected parts of plants, specimens of dissected plants, local collections of plants, pressed specimens of plants, accompanied by full descriptions and local collections of woods.

Zoology. Prepared specimens of insects in their different stages of growth, dissected articulates, drawings of animals and their parts, and local collections of insects, shells, &c. Lists of fishes caught, lists of birds and other animals seen, giving times and places, brief notes on the habits of special animals. If such notes could be accompanied by good drawings of each, the display would be much more effective.

Geology. Local collections of fossils, rock specimens, drawings of vertical sections of rock exposures, charts of mines, quarries and marl pits, showing horizontal and vertical sections, photographic views of characteristic scenery to illustrate geology and physical geography, lantern slides from the photographs for class-room use. Specimens, as far as possible, should be in boxes of the size given under Mineralogy.

Mineralogy. Local collections of minerals, collections of minerals illustrating methods of teaching the subject. Collections of minerals should be placed in boxes 8 inches square by $1\frac{1}{2}$ inches high, divided so as to hold 25, or less, neatly squared specimens. The inside of the cover should contain the lists, localities, and any other information necessary.

Archæology. Indian relics, chiefly stones. These may be named or not, but should be local and the exact place where found should be stated. It would be best to have these in boxes of the size stated under Mineralogy.

SECOND: SCHOOL COLLECTIONS OF SPECIMENS, APPARATUS, CHARTS, ETC.

Under this head such displays may be made as will illustrate how often cheap and home-made apparatus can be used for the successful teaching of any department of the above sciences.

Since there will be crowding in every department by reason of lack of space, teachers should strive to make everything as small as possible, provided that the points arrived at are well illustrated. Thus a pump might be made out of a large lamp chimney, which, with its stand, would occupy more than a cubic foot of space; but just as good a working model could be made of glass tube $1\frac{1}{2}$ inches in diameter, showing ingenuity and occupying not over a fourth as much space.

The smallness, neatness and completeness of the specimen will be the points to be especially taken into consideration in the final choice of material for the display at the Columbian Exposition.

Each exhibit should be accompanied by concise statements in regard to the age of the students, the length of the course, and whether or not such work is required of every student, or is simply the outside work of some pupil especially endowed in this line. (See State Superintendent's Circular for general directions concerning mounting, labeling, boxing, &c.)

By the Committee,

AUSTIN C. APGAR, *Chairman.*

Language.

The Committee on Language base their schedule of suggestions and instructions to the various schools and teachers of the State on the assumption that the educational exhibit of New Jersey at the World's Columbian Exposition is to be: (1) A State exhibit; (2) A Departmental exhibit, and, as far as possible, (3) A Methodological exhibit.

The first distinction, though recognized, has for the Committee no present importance. The second distinction, *i. e.* that the exhibit is to be departmental, determines that all the different branches of study or lines of skill

which are naturally included under the term Language or English, in our Elementary, Secondary and Higher Schools, shall each be represented in the grand total of exhibits to be made by our State in the department of Language or English. The third distinction, that the exhibit is to be as far as possible a methodological one, *i. e.* one which will exhibit not only the degree of advancement, proficiency and skill of the author of the exhibit, but also the method of teaching or learning, by which the degree of advancement, proficiency or skill was attained, determines that the committee shall suggest to teachers and schools that they select for the exhibits of their particular institution or class, those items, features or elements of school work in Language which shall most readily show or indicate the method of learning or teaching by which the exhibited results are attained.

The Committee make the above statement in order to show their general position in the matter of Language exhibits. This first schedule of Suggestions and Instructions is intended to be preliminary and practical rather than comprehensive and scientific. They reserve, therefore, to a second circular a more thoroughly classified statement of the various lines and forms of school work which may be exhibited, and for the present simply indicate the different kinds of exhibits which the various classes and grades of scholars in our elementary and secondary schools are invited to prepare.

EXHIBITS OF SCHOOL WORK CLASSIFIED BY GRADES, FIRST YEAR IN SCHOOL.

(Assuming a previous Kindergarten or Sub-Primary training.)

The exhibits possible in this grade are as follows:

- (a) Lists of words copied from the blackboard or chart.
- (b) Series of sentences copied from the blackboard, book or chart.
- (c) Short lists of words written from memory or from indirect suggestions.
- (d) Lists of words written from dictation.
- (e) Series of sentences written from memory or indirect suggestions.
- (f) Series of sentences written from dictation.
- (g) Lists of words showing phonic associations, and intended to teach phonic elements of speech.
- (h) Lists of words showing diacritical marks for the vowels.
- (i) Lists of words showing full written vocabulary (if any) of the child upon entering school.
- (j) List of words showing full spoken vocabulary upon entering school.
- (k) Same as (i) one month after entering school.
- (l) Same as (j) one month after entering school.
- (m) Same as (i) at end of first 5 months in school.
- (n) Same as (j) at end of first 5 months in school.

SECOND YEAR IN SCHOOL.

In addition to the classes of exhibits mentioned in "First Year in School" the following may be regarded as possible kinds of exhibits:

- (a) More extended and harder tests in spelling.
- (b) More complete illustrations of the phonic element in teaching new words.
- (c) Illustrations of the teaching of associated words.
- (d) Original compositions expressive of childish experiences, narrative rather than descriptive.
- (e) Written exercises showing the proper use of "a" and "an;" of singular and plural forms of nouns; of correct forms of verbs with singular and plural nouns; of the proper use of "this" and "that" and their plurals.
- (f) Lists of objects, events and questions concerning which the pupils have been taught to converse with their teacher.

- (g) Lists of associated words which have been used together in practical small letter penmanship exercises.
- (h) Lists of associated words beginning with the capital letters in the order in which they were first taught.
- (i) Lists of naturally associated groups of words, *e. g.* of days of the week, of months of the year, of domestic animals, of childish games, of natural scenery.

THIRD YEAR IN SCHOOL.

Similar but more advanced lines of work, as in Second Year in School, including:

- (a) Lists of words spelled from dictation.
- (b) Lists of words spelled from indirect suggestions, *i. e.* ten words, naming things at home, or ten words expressing joy or sorrow.
- (c) Short lists of words, not exceeding five, written from memory.
- (d) Series of sentences dictated.
- (e) Single sentences written ten times.
- (f) Series of sentences written from indirect suggestions; as *e. g.* concerning "Books."
- (g) Paragraphs copied from standard literary works, with name of work and author from which taken.
- (h) Stanzas of poetry copied.
- (i) Short narratives of childish experiences.
- (j) Short descriptions of Natural Scenery.
- (k) Series of sentences illustrating the right use of who and which, began and begun, and the like.
- (l) Lists of Geographical words appropriate to this grade.
- (m) Lists of Arithmetical words appropriate to this grade.
- (n) Lists of words illustrating the upper extreme of the vocabulary of the child.
- (o) Series of sentences illustrating the exact and proper use of words in the upper extreme of the child's vocabulary.
- (p) Series of sentences illustrating the four main rules for the use of capitals.
- (q) Series of sentences illustrating the two most important rules for the use of the period.
- (r) Series of sentences illustrating the correct use of words I and O.
- (s) Series of sentences illustrating the use of the interrogation point.
- (t) Easy and familiar letters to friends and acquaintances.
- (u) Any special illustrations of penmanship.

FOURTH YEAR IN SCHOOL.

Exhibits of school work as in previous grades above, but on more advanced lines, including in addition items as follows:

- (a) List of sentences written to illustrate the correct use of dictated words.
- (b) Lists of sentences illustrating rules for use of capitals, periods, interrogation point, dash, apostrophe and comma, as particularly indicated by teacher.
- (c) Compositions on familiar childish experience, narrative and descriptive, the subjects, occasions and objects being suggested or presented by the teacher.
- (d) Analysis and explanations of historical, geographical, scientific and literary allusion occurring in reading lessons or literary works perused in school.

(e) Easy compositions on natural processes, such as changes of season and weather, rivers running to sea, movements of winds, stars, &c.

(f) Lists of books read by authors of the exhibit, commencing with first book ever read by child and ending with the last read, being a kind of mental literary history.

(g) Lists of common words illustrating upper extremes of both written and spoken vocabulary.

(h) Stanzas of poetry copied to illustrate mastery of penmanship forms.

(i) Series of sentences illustrating the oral grammatical teaching of this grade, *e. g.* the four kinds of sentences, distinction of subject and predicate, of common and proper nouns, of the use of capitals in proper names, in names of Deity, indirect quotations, the first words of lines of poetry, the chief words in the titles of books and the like.

(j) Letters more formal in character than proposed in previous grade, as above.

(k) Lists of words, literary, geographical, scientific and arithmetical, illustrating the upper extreme of the progressive vocabulary of the child.

FIFTH YEAR IN SCHOOL.

Similar items and elements of school work as in preceding grade, but on more advanced and progressive lines; also additional items as follows:

(a) Essays on imaginary travels, using materials obtained by pupil's individual research.

(b) Compositions on personal experience in travel.

(c) Discussions on historical characters evincing pupil's own judgment on the intellectual and moral qualities of the persons in question.

(d) Lists of biographical and historical incidents, events and actions, whose moral significance has been discussed by pupils, with summary of pupils' conclusions.

(e) List of words, series of sentences, exercises, &c., illustrating grammatical teaching during this year.

(f) Letter writing—familiar, formal and business letters.

(g) Forms for bills, receipts and promissory notes.

(h) List of all books read by author of the exhibit, as full as possible giving first book read and all others with authors and full titles down to the time of the preparation of the exhibit.

(i) List of geographical, literary, arithmetical and scientific words exhibiting the upper extreme of the student's vocabulary.

SIXTH YEAR IN SCHOOL.

Items and elements of school work as in the "Fifth Year of School," but on more advanced lines, also the following lines of work:

(a) Compositions, essays and discussions on historical characters, decisive events in national, public and private life, with natural, easy and unforced intellectual and moral judgments thereon.

(b) Essays on authors and books read, with special indications of how the writer has been influenced in thought and life by the author or book.

(c) Essays on geographical and natural science subjects, on natural history, on great Americans, heroic deeds in our own land, &c.

(d) Exercises illustrating the grammatical teaching in this grade.

(e) Specimens of penmanship.

(f) Lists of books read by pupil since infancy, with authors and full titles.

(g) Lists of words showing the upper extreme of the exhibitors, written or oral: (1) Arithmetical vocabulary; (2) Geographical vocabulary; (3)

Natural science vocabulary; (4) Historical vocabulary; (5) Grammatical vocabulary.

SEVENTH YEAR IN SCHOOL.

Items and elements of school work, as indicated in "Sixth Year in School," but on more advanced lines, with emphasis on the following:

- (a) Analysis of arithmetical arguments.
- (b) Analysis of geographical conditions, *i. e.* of climate, position of cities, &c.
- (c) Analysis of the causes and results of great historic events, such as: origin of American Revolution, extinction of African Slavery, &c.
- (d) Essays, compositions and discussions on certain great works of fiction, poetry, art, architecture, &c.
- (e) Exercises illustrative of the grammatical teaching of this year.
- (f) Lists of words illustrating the upper extreme of exhibitor's vocabulary in the following lines of knowledge:
 - (1) Arithmetic; (2) Geography; (3) Grammar; (4) General history; (5) American history; (6) Natural science; (7) Literature.
- (g) Full lists of books read by exhibitors, so far as memory serves, giving author and full title.

EIGHTH YEAR IN SCHOOL.

Items, lines and elements of school work, as indicated in two preceding grades, with emphasis on the following:

- (a) Essays on controverted points in American and general history.
- (b) Summaries of causes leading to great public events.
- (c) Analysis of celebrated works of fiction or poetry; for example, *Ivanhoe*, *Hamlet*.
- (d) Exercises illustrating the grammatical teaching of the grade.
- (e) Lists of books read by the exhibitors in order of reading, with author and full title.
- (f) Lists of words showing the upper extreme of exhibitor's vocabulary in the several departments of learning, as follows:
 - (1) Physical geography; (2) Mathematical geography; (3) Political geography; (4) Colonial history; (5) Constitutional history; (6) American biography; (7) American literature; (8) Natural science; (9) Arithmetic; (10) Algebra; (11) Mensuration; (12) Geometry; (13) Grammar; (14) Rhetoric; (15) English composition.

SECONDARY SCHOOLS, *i. e.* HIGH SCHOOLS AND INSTITUTIONS OF SIMILAR GRADE.

Items and elements of school work as indicated in "Seventh and Eighth" years in school, but on more advanced lines, as follows:

- (a) Specimens of Penmanship as taught in Commercial Departments.
- (b) Balance Sheets, Business Correspondence, Account Sales, Invoices, &c.
- (c) Essays and Theme writing: (1) On themes unannounced until times of writing (but on which general preparatory didactic work has been done) and accomplished in a limited time; (2) On themes previously announced and on which special time for preparation has been allowed but written under a limitation of time; (3) Themes prepared under no limitation of time either as regards preparatory work or actual preparation.
- (d) Analysis of great works of fiction and poetry.
- (e) Summaries of historic effects of certain books.
- (f) Personal criticisms or impressions of schools and departments of literature.

- (g) Exercises illustrating grammatical instruction.
- (h) Exercises illustrating special lines of instruction in Rhetoric and English Literature.
- (i) Lists of books read by pupil since entering the school.
- (j) Essays showing value of certain books to writer personally.
- (k) Lists of words showing the upper extreme of the exhibitor's vocabulary in particular branches of learning.

Note I. Teachers, schools and classes will note, that exhibits may be made in any line, department or element of English teaching or learning, whether such particular kind of work is above indicated or not.

Note II. Annexed to each exhibit in Language, there should be a very brief indorsement showing the methodological character of the exhibit, together with such data as will serve to make the exhibit wholly intelligible as a piece of school work.

Note III. Teachers, schools and classes are to understand that only such of the above lines and elements of school work as during the school year '92-'93 are actually now a part of their school work are recommended to be put in the exhibits.

J. A. REINHART,
For the Committee.

Geography and History.

It is desirable to present under these heads such work only as will show the methods by which these subjects are taught.

The geographical exhibits will consist of written work, maps, charts and collections.

Written work, including maps, will be exhibited on mounting board, 22 by 28 inches, to be placed on the walls; also in portfolios and bound volumes, to be placed on shelves and tables.

Paper of uniform size, 8½ by 11 inches, will be used for all written work, including maps.

Large maps of any size, in portfolios or frames, may be included in the exhibit.

Under the head of maps, the following are suggested, to be accompanied, when practicable, by written work:

- | | |
|-----------------------------------|-------------------------------------|
| 1. Outline. | 5. Comparative. |
| 2. Relief in putty or paper pulp. | 6. Railroad and Commercial. |
| 3. Climatic. | 7. Race. |
| 4. Political. | 8. Rapidly sketched (time limited). |
| 9. Illustrative. | |

The exhibit should include also:

Illustrated compositions on geographical subjects; series of mounted pictures, showing different phases and uses of land and water, peoples, occupations, productions (particularly of New Jersey); nature work, such as observation of weather, sun, moon and clouds; devices employed for illustrating or teaching geography; collections by pupils of natural and manufactured productions.

The historical exhibit will consist of written work, maps and charts. It will be displayed in the same manner as the geographical exhibit.

The following items are suggested:

- 1. Illustrated compositions, such as sketches of monuments marking historical places or events.
- 2. Topical outlines.

3. Series of historical maps, showing our country from discovery by Columbus to present time.
4. Devices for illustrating or showing methods of work.
5. Historical sketches of cities and towns, including—(a) Early settlement; (b) Important events; (c) Prominent characters; (d) Industries and occupations; (e) Relative standing as commercial or manufacturing city.

The exhibit is by no means to be confined to the points suggested, but any work of a creditable character will be received.

No department offers an opportunity for greater variety of exhibit than that of geography and history. Great care should be exercised that the material presented be not only meritorious, but typical of the regular work of the school.

Charts showing the sequence of geographical and historical topics, portfolios of lesson outlines, bound volumes of the work of entire classes in either map-drawing or examination tests may be easily shown.

Maps of cities, villages, school districts, school grounds, will be of especial interest. The ingenuity of teachers may be relied upon to devise various means of display.

By the Committee,

CHAS. S. HASKELL, *Chairman.*

Writing and Book-Keeping.

In point of usefulness in carrying on school work, Writing stands next to oral language. In point of importance in an exhibit, Writing stands first, as it is the principal way by which we record thought and convey it to others. The success of our exhibit in all departments will depend largely upon the way our work appeals to the eye; hence it is very important that we do our best in this too often neglected subject.

It is not only desirable to show good individual work, but it is very important to have it show as clearly as possible the method pursued in developing the subject.

The Committee respectfully urge upon every City and County Superintendent, Principal and Teacher to co-operate with them in using every means to make an exhibit worthy of the State. Just in proportion as we can have this union of effort will the result be satisfactory.

There are two ways by which we can accomplish the object in view:

1. By showing neat, legible, uniform writing and figures in every branch of regular school-room work in which writing and figures may appear.

2. By showing specimens of neat, legible, uniform writing, as such, by requiring every pupil to fill out blanks, which will be provided for that purpose.

In filling out these blanks great care should be given to the mechanical arrangement of the specimen as a whole. The margin at the left should be even and not less than three-fourths of an inch wide.

The blanks should be filled out at some regular writing period and from a regular lesson, the teacher being governed by the course, or book in use.

The work in primary grades should consist of a graded presentation of the small letters singly and in words, figures of the Arabic notation and the capital letters, proper names and short phrases or sentences, and also simple movement exercises.

The grammar and high-school grades should consist of full-line sentences, three or four-line paragraphs, selections of poetry and business forms, such as a Note, Draft, Receipt, Due Bill, Bill of Goods, Check, &c., also movement exercises.

The standpoint from which the writing should be judged, and will be, is Free Movement, Legibility and Uniformity.

By Movement, we mean a free control of the muscles of the hand and arm—that which produces smooth, pleasing lines.

By Legibility, we mean that writing which can be easily read.

By Uniformity, we mean uniform height of letters, slant, width, turns, angles and shading. But we would not recommend much shading.

In preparing an exhibit in book-keeping the Committee recommend, viz. :

1. That not more than three complete sets of work, either single or double entry, be prepared in any school.

2. That this work be prepared by three pupils, or by two or more pupils working together.

3. That the principal use his own judgment as to the character and arrangement of the work, but it should faithfully represent the kind of work done in his school and the methods employed to produce it.

4. That all work be prepared upon the very best of paper, 12 inches in length by $7\frac{3}{4}$ inches wide.

5. That a full page should be used for the title, arranged in the following order :

Set of (original or copied) Work,
in
(Single or double) Entry Book-keeping,
prepared by
(Pupil's name, or names), Age — Years,
Prepared at the
_____ School, _____ City or District,
for the
New Jersey Educational Exhibit
at the
Columbian Exposition.
Date. _____, Teacher.

In order to accomplish the desired end in both writing and book-keeping, every one connected with this work, from Superintendent to pupil, should lay aside all personal and school pride for the good of the exhibit as a whole.

It is the sincere wish of this Committee to present an exhibit second to none, and each member stands ready to do all in his power to further this end.

By the Committee,
D. H. FARLEY, *Chairman*.

Physical Culture.

The Committee appointed to prepare the exhibit of Physical Culture for the Columbian Exposition have decided to make the following presentation of the subject :

1. To collect statistics which shall, as far as possible, go to show the amount and kind of gymnastic work now being done in all the secondary schools, both public and private, in the State.

2. To prepare large photographs of the exteriors and interiors of many of the best-equipped gymnasiums, and where practicable, of classes at exercise.

3. They also desire, if possible, to show finished plans of gymnasiums recently constructed, or about to be constructed, by any of the public or private schools in the State.

In order to facilitate the work of obtaining the information desired, they have prepared the accompanying partial list of questions, which, it is very important, should be answered as fully as possible and returned at once to the Committee.

The members of the Committee wish to urge the necessity of the hearty co-operation in this work of all school principals and teachers. They believe that very great advantage will accrue to the schools of the State if such assistance is given. While the exhibit itself must necessarily be comparatively meagre, the collation and presentation of the facts, and the consequent agitation of a subject so important as that of the physical welfare of our children and youth, will be of immense value in advancing the cause of liberal and broad-minded education in our State.

CHAS. H. RAYMOND.

Questions Relating to the Preparation of the Physical Culture Exhibit.

1. Have you any regular gymnastic work in your school?
2. Is it required, or optional?
3. Under which of the following heads may it be best classified?
 - (a) Gymnastics without apparatus.
 - (b) Gymnastics with light apparatus, such as rings, wands, dumb-bells, clubs, &c.
 - (c) Gymnastics with heavy or floor apparatus, such as bars, chest weights, &c.
 - (d) Military drill.
4. Have you any regular and special gymnastic instructor?
5. Have you a properly-equipped gymnasium?
6. How long have gymnastics in any form been taught in your school?
7. Do you use any one of the so-called systems—the German, the Swedish or the Delsarte, &c.—to the exclusion of others, or do you attempt to combine the different systems?
8. How much time does the teacher, and how much the individual student, devote to gymnastics each week?
9. During what portions of the year is the work required?
10. How many pupils of each sex come under instruction, and what is the average age?
11. Do you require physical examinations, or take measurements and keep a record of the same?

By the Committee,

CHAS. H. RAYMOND, *Chairman.*

Mathematics.

A special circular will be issued by this Committee at a future date.

STATE TEACHERS' ASSOCIATION.

This body was organized about the year 1851, as a voluntary teachers' association, for the purpose, as set forth in its constitution, viz.:

"We, the teachers of the State of New Jersey, duly impressed with the obligations resting upon us as individual educators, and having a sense of responsibility for the success of the school system of our State, and realizing furthermore the benefits of conference,

unity of feeling and concerted action, do hereby agree to form ourselves into an association to be governed by the following constitution."

The membership of the association contains many of the best teachers and school officers of the State. Annual meetings have been held without interruption since the date of its organization. Formerly these meetings, which occupy the greater part of three days, were held during the Christmas vacation. For the past two years they have been held at the beginning of the summer vacation, during the first week of July.

The expenses of the association are defrayed by a membership fee. It has never asked nor received any aid from the State.

The general influence exerted by this body of progressive teachers has always been most beneficial; it has served as no other agency could to create and crystallize a sentiment favorable to the highest school interests of the State.

The last meeting of the association was held June 30th and July 1st and 2d, 1892, at Asbury Park, N. J., when the following programme was carried out:

NEW JERSEY STATE TEACHERS' ASSOCIATION.

EDUCATIONAL HALL, ASBURY PARK, N. J.

PROGRAMME.

Thursday, June 30th, 1892.

AFTERNOON.

- 2:30—Prayer.
Music.
Address of Welcome. Mayor James A. Bradley, Asbury Park.
Response. A. B. Poland, President of the State Teachers' Association.
Music.
- 3:00—How can Proficiency of Pupils for Promotion and Graduation best be Measured? Henry Snyder, City Superintendent Schools, Jersey City.
Discussion. Vernon L. Davey, Superintendent, East Orange; A. B. Guilford, Principal, Jersey City; George E. Fry, Supervising Principal, Camden; Edgar Haas, County Superintendent, Bordentown; Edward V. Walton, Principal, Belvidere; A. D. Joslin, Principal, Jersey City; B. Holmes, County Superintendent, Elizabeth; A. H. Wilson, Principal, Woodbridge; Richard Case, Principal, Red Bank; David Davis, Principal, Haddonfield.
- 4:00—Secondary Education in New Jersey. George G. Ryan, City Superintendent, New Brunswick.
Discussion. E. O. Hovey, Principal High School, Newark; H. Brewster Willis, County Superintendent, New Brunswick; Nelson Haas, Principal, Hackensack; John Enright, Principal, Freehold; Rev. F. R. Brace, Blackwood; William F. Powell, Supervising Principal, Camden; J. S. Haynes, Principal, Somerville.

EVENING.

8:00—Business. Appointment of Committees.
Music.

8:15—Address, "The Philosopher's Stone." N. Sims, D.D., LL.D., Chancellor Syracuse University.

Friday, July 1st.

MORNING.

9:00—Business.
Music.

9:30—A Rational Course of Study for Primary and Grammar Schools.
Charles De Garmo, Ph.D., President Swarthmore College.

Discussion. S. A. Farrand, Principal Newark Academy; J. A. Reinhart, City Superintendent, Paterson; John Terhune, County Superintendent, Hackensack; C. A. Hoyt, Principal, Jersey City; S. R. Morse, County Superintendent, Atlantic City; H. H. Hutton, City Superintendent, Passaic; Henry S. Anderson, Principal, Newark; Sidney W. Probert, Principal, Paterson; William MacFarland, Principal, Bordentown; W. Collom Cook, Principal, Clayton.

Music.

11:00—Report of Committee on Educational Progress. By Chairman James M. Green, Principal State Normal School.

- (a) The Township System.
- (b) High Schools.
- (c) Pedagogy in New Jersey.
- (d) Manual Training.
- (e) Kindergarten.

Discussion. Samuel Lockwood, County Superintendent, Freehold; Orestes M. Brands, City Superintendent, Paterson; H. B. Howell, Superintendent, Phillipsburg; C. J. Majory, Principal, East Orange; James O. Cooper, County Superintendent, Dover; J. Augustus Dix, City Superintendent, Elizabeth; Dr. M. H. C. Vail, County Superintendent, Newark; T. M. White, Principal, Trenton; E. Francis, Principal, Westfield.

EVENING.

8:00—Business. Election of officers.
Music.

8:30—Education in Its Relations to the Social and Economic Conditions of To-day. James MacAlister, LL.D., President Drexel Institute.

Saturday, July 2d.

MORNING.

9:00—Business.
Music.

9:15—Literature for Children. George E. Hardy, Principal Grammar School No. 82, New York City.

Discussion. Julia E. Bulkley, City Superintendent, Plainfield; Rev. George C. Houghton, County Superintendent, Hoboken; J. W. Kennedy, Principal, Newark; W. Milligan, Principal, Woodbury; Thos. F. Collard, Principal, Newark; G. Buckwalter, Supervising Principal, Camden; T. B. Hascall, Principal, Ruthersford; S. V. Arrowsmith, Principal, Keyport; Franklin Thorn, Principal, Paterson.

Music.

10:30—New Jersey at the Columbian Exhibit. A. B. Poland, State Superintendent Public Instruction.

Brief reports to be made by the Chairman of each Department of the work contemplated.

School Grounds and Buildings.....Vernon L. Davey, East Orange.

Statistics.....Augustus Scarlett, Newark.

Kindergarten.....B. C. Gregory, Trenton.

Drawing.....W. A. Deremer, Atlantic City.

Penmanship.....D. H. Farley, Trenton Normal School.

Manual Training.....Horatio Draper, Camden.

Natural Science.....Austin C. Apgar, Trenton Normal School.

Mathematics.....George G. Ryan, New Brunswick.

Language.....J. A. Reinhart, Paterson.

Geography and History.....C. S. Haskell, Jersey City.

Physical Culture.....C. H. Raymond, Lawrenceville.

Music.

Reports of officers.

12:00 M.—Adjournment.

The New Jersey Council of Education will hold its annual meeting in Educational Hall Friday, July 1st, at 2:30 P. M.

Programme.

Election of Officers. Election of New Members. Miscellaneous Business. Discussion—"Itinerary in Teaching." Paper by John Terhune, County Superintendent of Schools, Hackensack.

Discussion—"County Institutes." E. O. Hovey, Principal High School, Newark; Christopher Gregory, Superintendent of Schools, Long Branch.

Paper—"Kindergarten Work." W. A. Deremer, Principal, Atlantic City.

The New Jersey Teachers' Reading Circle will hold its annual meeting in Educational Hall Friday, July 1st, at 4 P. M.

A special programme will be announced.

STATE NORMAL SCHOOL.

The past year has been one of unexampled prosperity to this splendid institution. Its main school buildings, which were greatly enlarged a year ago, are already inadequate to accommodate its increased number of pupils.

An addition to its capacity, which may be made by removing the gymnasium to a separate building, so as to afford more room for class purposes, is needed at once. During the year the boarding-halls

have been extended and their capacity greatly enlarged. There is reason to believe, however, that at the present rate of increase it will not be long before even these will be found insufficient to meet the growing demand. The Normal School plant, everything considered, is believed to be one of the best equipped in the country and is a credit to the State of New Jersey.

The organization, administration and general efficiency of the institution are no less admirable.

The school law provides that graduates of the State Normal School, who have completed satisfactorily the three-years' course, shall be entitled to receive second grade State certificates.

This certificate is a license to teach in any part of the State for a period of ten years, and may be renewed for life, after the expiration of five years, on presentation of satisfactory evidence to the State Board of Examiners that the holder has been continuously and successfully engaged in the profession of teaching during the five years next preceding the date of such application.

Under this law 118 Normal graduates received second grade licenses during the year 1891-92.

In the following table is given the number of graduates and undergraduates of the State Normal School who taught in any of the schools of the State during the year 1891-92:

COUNTIES.	Graduates.	Undergraduates.
Atlantic.....	6	3
Bergen.....	37	2
Burlington.....	36	13
Camden.....	17	3
Cape May.....	2	2
Cumberland.....	10	14
Essex.....	46	2
Gloucester.....	19	1
Hudson.....	14	6
Hunterdon.....	15	13
Mercer.....	63	12
Middlesex.....	9	6
Monmouth.....	49	6
Morris.....	16	3
Ocean.....	4	6
Passaic.....	30	4
Salem.....	11	7
Somerset.....	19	19
Sussex.....	6	2
Union.....	9	7
Warren.....	8	7
Total.....	426	151

Compared with the report of previous years, it will be seen that the number of normal school graduates who teach in the schools of the State is constantly increasing.

This is a favorable indication and augurs well for the future prosperity of the schools.

It will be observed, however, that of the 4,781 teachers in the State only 426, or .09 per cent., are graduates of our own State Normal School. At the present rate of increase, it will be a great many years before the State institution will be able to meet the demands made upon it. Graduates of merit are quickly secured by those districts which are able to pay somewhat better salaries than others. The larger cities of the State maintain their own training schools for teachers. No inconsiderable number of our teachers are graduates of the normal schools of other States. Unfortunately, I have not the data at hand to show the whole number of teachers in the State who have received normal school training of some kind. Such information, if available, would be interesting, and future reports by the Department will aim to give it. The greatest chance for immediate improvement in our schools is in its teaching and supervising force. It is to be hoped that the number of teachers in our schools who have had a thorough professional training will continue to increase.

Attention is called to the annual report of Dr. James M. Green, Principal of the State Normal School, which is elsewhere presented.

THE NEW JERSEY COLLEGE OF AGRICULTURE.

By an act of the Legislature passed April 4th, 1864, the Scientific School of Rutgers College, located in the city of New Brunswick, became the New Jersey State College for the Benefit of Agriculture and the Mechanic Arts.

Since the passage of the act, 659 students, coming from all parts of the State, have availed themselves of its provisions. Of this number, 208 have been regularly graduated on completion of the prescribed course.

In the original contract with the State it was provided that forty free scholarships in the institution should be granted. To this number the Trustees of Rutgers College have added ten more. By an act of the Legislature passed in 1890, it was furthermore provided that there should be one scholarship for each Assembly district in the State. It will be seen, therefore, that at the present time the doors of this old and honorable institution are swung wide open to admit ambitious young men, residents of the State, aspiring to a liberal or technical education, into all the benefits and privileges of a first-class collegiate training.

As a consideration for these services the Trustees of Rutgers College are receiving from the State the annual income of the fund obtained by the sale of the land scrip donated by the United States under an act of Congress passed in 1862 to provide colleges in the

States and Territories "for the benefit of agriculture and the mechanic arts." The annual income of said fund invested in State bonds amounts to \$6,960.

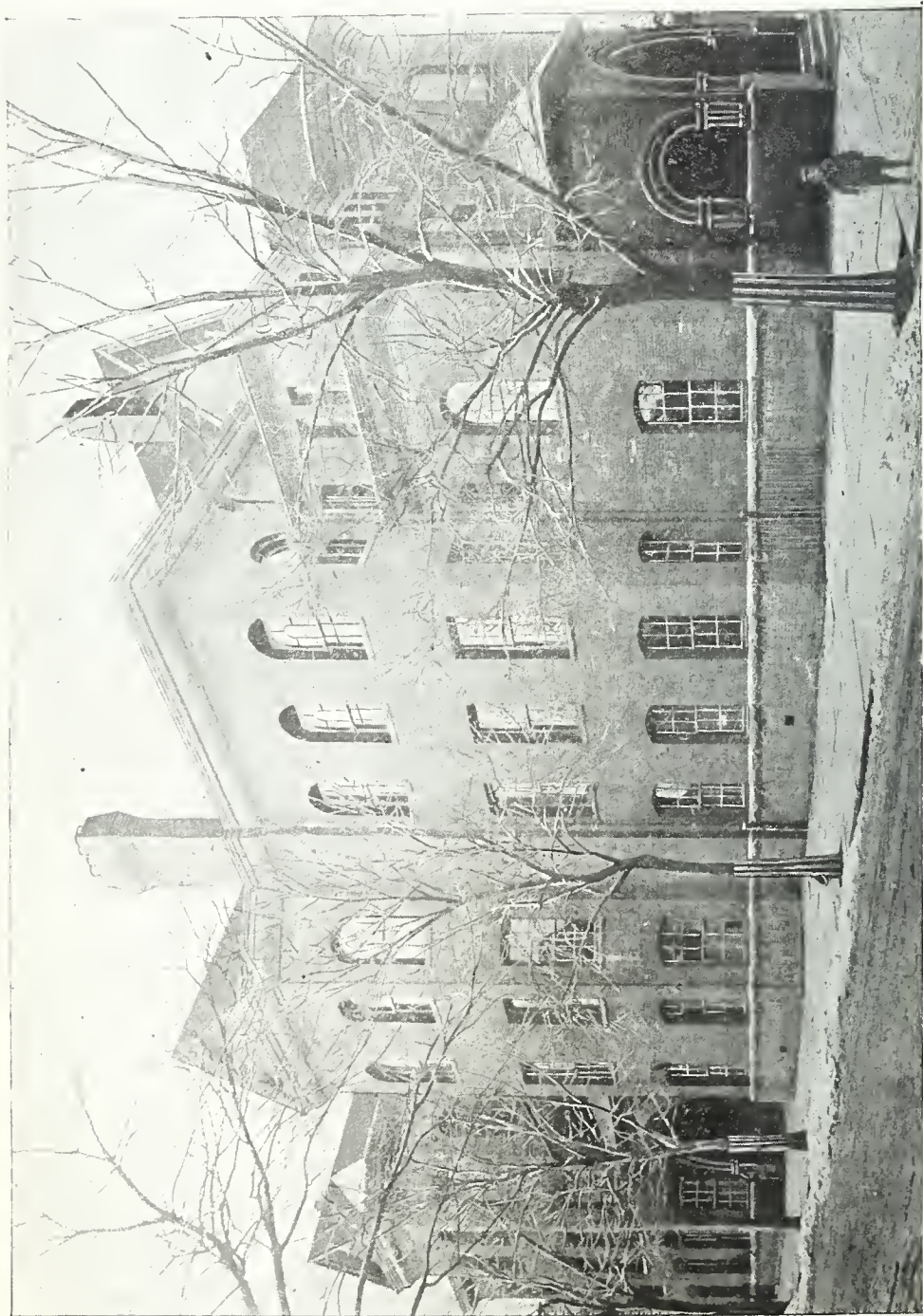
Considering the large original investment required to be made by the institution for the erection of additional buildings and the purchase of a farm of 100 acres, mostly within the corporate limits of the city of New Brunswick, and considering, furthermore, the large annual charge for the maintenance of additional professorships and increased current expenses of the institution, the \$6,960 received from the State is an inadequate compensation for the services rendered.

Still, however, the Trustees of the college have been most liberal in extending to every applicant of suitable qualifications all the benefits that a thoroughly-equipped college can offer.

Examinations are held annually in each county of the State in the month of June, and school officers are urged to bring to the attention of their pupils the advantages gratuitously offered for a collegiate education.

From the last report of the Trustees it appears that for the year 1892-93 there were 171 students in attendance on the Agricultural College, of whom 40 were on free scholarships provided by the State originally, 10 on free scholarships provided by the Trustees of the college, and 80 under the terms of the State law of 1890 providing one free scholarship for each Assembly district. It can safely be said that if the exceptional advantages offered by the State Agricultural College for a thorough scientific training were thoroughly understood by parents intending for their sons a collegiate education, not an available free scholarship would at any time be left unfilled. An important duty rests upon county and city superintendents to exert every means within their power to bring to the knowledge of parents and pupils the splendid opportunities afforded by the State for a gratuitous collegiate training.

In order that the official connection of the State Agricultural College with the Department of Public Instruction might be better understood, and, moreover, that the advantages offered by said institution might be more widely known, President Austin Scott has furnished at my request a brief report of its organization and work, to which attention is hereby called.



THIRTEENTH AVENUE SCHOOL.

Newark, - - - Essex County.

This building, erected in 1888, was enlarged in 1892. Its present dimensions are 80 feet front by 168 feet deep, with ceilings 13 feet in height. The lot on which it stands is 100 feet by 180.

It contains seventeen class-rooms, each 30 by 25 feet ; also principal's and teachers' rooms.

The entire building is heated by steam and is well provided with ventilating shafts. The cost, including the lot, was \$59,500. It accommodates 800 children.

STATISTICAL TABLES

ACCOMPANYING THE

STATE SUPERINTENDENT'S REPORT.

(187)

TABLE I.
Statistical Report, by Counties, for the State of New Jersey, for the School Year ending August 31st, 1892.

COUNTIES.	FINANCIAL STATEMENT.								
	Amount due the districts Septem-ber 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the districts Septem-ber 1st, 1891, from district tax for building and re-pairing school-houses, including payment of bonds and interest.	Total amount due the districts Sep-tember 1st, 1891.	Amount expend-ed for teachers' salaries.	Amount expend-ed for fuel.	Amount expend-ed for building or repairing (includ-ing debt and in-terest).	Amount expend-ed for incidentals.	Total amount ex-pended.	Present value of school property.
Atlantic.....	\$58,368 91	\$31,761 91	\$90,130 85	\$52,128 13	\$3,038 44	\$14,317 58	\$10,159 66	\$79,643 81	\$211,350
Bergen.....	114,696 25	124,612 13	239,308 38	95,810 28	4,694 88	60,152 36	21,840 99	185,498 51	434,675
Burlington.....	98,364 48	24,442 36	122,806 84	80,802 59	3,528 68	9,506 91	8,022 00	101,920 18	259,575
Camden.....	212,048 39	65,945 67	277,994 06	144,245 01	7,552 55	27,873 23	96,575 20	275,745 99	678,250
Cape May.....	24,780 33	10,943 62	35,723 95	19,063 71	1,046 36	6,673 91	2,249 60	28,973 58	78,800
Cumberland.....	70,199 13	36,283 18	106,482 31	69,927 55	3,522 81	12,268 27	12,189 54	97,908 20	206,650
Essex.....	574,076 33	295,324 45	869,400 78	518,195 22	17,244 30	82,362 60	118,954 00	736,756 12	2,298,675
Gloucester.....	74,928 42	11,911 92	86,840 34	51,828 66	3,115 62	8,608 20	12,860 37	76,412 75	163,000
Hudson.....	514,577 44	219,831 14	734,408 58	438,855 62	18,417 20	234,345 59	97,189 86	788,508 27	1,631,000
Hunterdon.....	70,847 94	5,428 29	76,276 23	60,398 83	3,233 17	4,116 52	3,347 99	71,096 31	204,200
Mercer.....	139,545 44	78,083 74	217,629 18	118,548 13	6,088 71	27,737 10	2,994 79	155,368 73	485,230
Middlesex.....	94,587 33	33,082 73	128,670 06	81,948 43	4,177 67	18,658 80	12,872 12	117,657 02	394,300
Monmouth.....	160,209 98	52,355 66	212,565 64	127,138 45	5,663 81	45,108 59	20,672 87	198,583 72	503,300
Morris.....	94,722 24	47,778 48	142,500 72	85,013 79	4,606 98	31,981 49	7,493 22	129,095 48	346,150
Ocean.....	37,160 94	24,821 80	61,982 74	28,066 34	1,634 17	11,102 40	2,025 74	42,828 65	113,250
Passaic.....	154,237 19	34,221 93	188,459 12	144,953 21	5,883 94	67,051 74	57,143 16	275,082 05	667,881
Salmon.....	76,432 56	9,509 48	85,942 04	44,654 11	2,475 87	14,394 05	3,945 45	65,469 48	158,350
Salem.....	50,135 02	14,907 88	65,042 90	50,414 11	2,578 02	2,714 44	5,866 33	61,572 90	140,800
Somerset.....	54,356 13	5,817 36	60,173 49	44,551 72	2,522 41	4,830 91	2,800 79	55,005 83	146,450
Sussex.....	147,195 85	88,094 40	235,290 25	128,700 57	7,251 73	41,555 05	35,238 26	212,745 61	609,200
Union.....	70,777 87	42,887 80	113,665 67	61,920 19	3,282 99	23,799 24	19,551 64	108,504 06	274,300
Warren.....									
Total.....	\$2,898,216 17	\$1,255,105 86	\$4,153,322 03	\$2,447,401 55	\$11,510 34	\$748,718 78	\$557,043 58	\$3,961,677 25	\$10,004,230

TABLE I.—CONTINUED.
Statistical Report, by Counties, for the State of New Jersey, for the School Year ending August 31st, 1892.

COUNTIES.	Whole number of children between five and eighteen years of age.	Average number of months the schools have been kept open.	ATTENDANCE.										Number of children attending private schools.	Number of children attending no school during the year.	Number of children the school-houses will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary paid to male teachers.	Average salary paid to female teachers.
			Number who have attended ten months or more during the year.	Number who have attended less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended schools during the time they have been kept open.											
Atlantic.....	6,711	8.8	5,293	1,443	1,269	1,122	836	1,745	3,512	239	1,473	5,982	20	97	807	03	43	40	
Bergen.....	12,892	10.1	8,755	2,856	1,719	1,317	1,122	2,317	3,476	1,218	2,838	9,710	42	119	91	36	47	86	
Burlington.....	14,888	9.1	9,709	1,573	2,147	2,025	2,025	2,814	4,807	1,677	6,438	11,739	40	160	100	48	40	28	
Camden.....	23,131	9.7	16,646	4,261	2,254	2,254	2,254	6,375	9,317	1,605	6,438	13,114	16	283	150	48	43	97	
Cape May.....	3,010	9	2,338	566	625	451	451	696	1,388	133	312	2,715	23	25	57	25	38	69	
Cumberland.....	12,689	9.2	9,539	2,545	2,180	1,579	1,579	2,824	6,285	380	2,961	9,497	33	151	55	94	35	19	
Essex.....	72,191	9.9	38,005	14,112	6,568	4,510	4,510	9,343	24,486	11,883	16,157	36,215	69	658	115	41	60	61	
Gloucester.....	7,758	9.6	5,966	1,451	1,368	1,111	1,111	1,945	3,370	186	1,091	6,551	22	101	67	89	37	45	
Hudson.....	94,236	10.5	42,159	16,497	6,394	5,367	5,367	10,188	27,801	12,126	22,395	33,418	51	714	136	34	43	45	
Hunterdon.....	8,636	9.9	6,772	1,435	1,393	1,299	1,299	2,538	3,545	151	497	7,398	51	98	49	69	34	62	
Mercer.....	19,533	9.7	10,445	3,731	2,137	1,432	1,432	2,779	5,750	2,615	4,766	10,256	19	218	73	23	39	61	
Middlesex.....	15,509	9.7	9,099	3,357	1,542	1,421	1,421	2,461	5,750	2,615	3,965	9,347	18	169	80	02	37	36	
Monmouth.....	17,897	9.6	14,152	4,052	3,129	2,722	2,722	4,153	7,934	852	2,236	15,916	78	176	66	25	39	96	
Morris.....	13,895	9.5	9,433	2,678	2,009	1,517	1,517	3,002	5,405	1,903	2,607	9,752	50	144	55	62	40	63	
Monroe.....	4,821	8.7	3,964	677	651	931	931	1,383	2,286	57	412	4,488	38	43	46	06	34	43	
Ocean.....	29,184	9.8	17,740	5,217	3,693	2,533	2,533	4,552	12,349	3,676	8,505	15,168	38	283	98	47	47	75	
Passaic.....	7,799	9.5	5,593	1,331	1,110	1,019	1,019	1,980	3,074	258	744	6,102	20	99	52	35	36	78	
Salem.....	7,280	9.9	5,065	1,399	872	762	762	1,629	2,810	423	1,474	5,067	21	88	68	00	41	20	
Somerset.....	5,911	9.5	4,959	38	927	831	831	1,781	2,663	182	865	5,431	48	78	43	44	34	41	
Sussex.....	18,518	9.9	9,959	161	1,577	1,118	1,118	2,410	7,093	3,830	4,710	9,191	23	191	101	59	44	95	
Union.....	9,813	9.6	7,663	2,680	1,556	1,117	1,117	2,971	4,740	536	1,658	8,869	43	117	50	59	33	42	
Warren.....	405,222	9.5	243,251	80,219	46,020	35,993	35,993	69,719	150,569	47,157	89,692	235,839	766	4,015	\$77	25	\$43	54	
Total.....																			

TABLE II.

Statistical Report, by Cities, for the State of New Jersey, for the School Year ending August 31st, 1892.

CITIES.	FINANCIAL STATEMENT.										Present value of school property.
	Amount due the cities September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the cities September 1st, 1891, for building and repairing school-houses, including amount raised for payment of bonds and interest.	Total amount due the cities September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building and repairing (including debt and interest).	Amount expended for incidentals.	Total amount expended.			
Atlantic City.....	\$26,705 17	\$22,932 63	\$49,637 80	\$24,584 72	\$1,549 70	\$10,811 80	\$7,685 58	\$14,031 80	\$125,000		
Bayonne.....	50,892 82	1,000 00	51,892 82	36,242 32	1,106 95	3,801 50	10,619 14	51,769 91	160,000		
Bloomfield.....	24,989 75	5,962 09	30,951 84	15,823 38	791 03	7,802 18	6,278 38	30,694 97	90,000		
Bordentown.....	8,898 01	1,600 87	10,558 88	8,316 42	223 40	7,86 42	918 96	10,245 20	165,000		
Bridgeton.....	14,778 05	4,274 45	19,052 50	14,258 12	519 93	1,486 30	2,788 15	19,052 50	37,000		
Burlington.....	11,242 20	1,271 42	12,513 62	8,740 00	18 55	.....	1,291 42	10,049 97	38,000	
Candlen.....	158,283 60	37,695 41	195,979 01	102,395 80	4,348 95	17,155 83	82,748 86	206,049 41	480,000		
Dover.....	8,116 00	22,447 29	30,563 29	7,954 00	485 23	18,598 96	.....	27,038 19	35,000	
East Orange.....	34,380 82	12,500 00	46,980 82	34,886 00	1,696 10	3,502 19	8,752 15	48,836 44	290,000		
Egg Harbor.....	3,047 20	1,000 00	4,047 20	2,860 00	116 50	3,11 06	690 27	3,697 83	10,000		
Elizabeth.....	58,120 19	26,775 55	84,895 74	52,908 32	2,408 87	5,715 94	17,675 20	78,708 33	218,000		
Gloucester City.....	7,641 81	3,861 09	11,505 90	6,290 00	600 13	384 45	1,080 74	8,965 32	30,000		
Hoboken.....	94,953 58	18,462 80	113,416 38	86,793 58	3,688 52	4,481 17	19,053 11	113,416 38	258,500		
Jersey City.....	269,415 71	150,638 62	420,054 33	240,908 89	11,288 78	150,638 62	44,622 65	417,458 94	575,000		
Lambertville.....	6,865 58	1,157 78	8,023 36	6,575 00	218 01	385 54	723 48	7,902 06	35,000		
Long Branch.....	27,322 16	38,806 46	66,128 62	25,191 50	1,394 12	28,765 69	10,725 14	66,076 45	168,000		
Millville.....	10,196 38	13,890 46	24,086 71	16,691 67	784 80	1,680 10	3,156 92	22,313 49	46,800		
Montclair.....	33,389 23	5,375 91	38,765 14	23,429 75	948 18	11,388 46	1,304 95	37,071 34	116,000		
Mount Pleasant.....	12,381 95	8,750 00	21,131 95	13,792 00	627 43	2,829 48	3,751 10	21,000 01	70,000		
Newark.....	383,614 00	210,489 99	594,103 99	327,218 94	9,115 99	43,358 53	78,270 22	487,963 68	1,379,375		
New Brunswick.....	28,300 00	11,107 82	39,407 82	23,615 00	1,103 18	7,224 03	7,465 61	39,407 82	130,000		
Orange.....	35,095 37	14,060 65	49,156 02	30,691 40	1,514 01	5,136 99	6,519 91	43,862 34	165,000		
Passaic.....	22,340 00	11,057 51	33,397 51	21,331 53	1,455 07	6,667 23	3,944 33	33,398 16	106,000		
Peterson.....	107,079 80	8,790 80	115,870 60	101,713 40	3,378 93	56,035 30	51,002 31	212,129 94	475,806		
Peth Amboy.....	10,638 73	3,000 00	13,638 73	10,393 71	245 02	2,500 00	500 00	13,638 73	50,000		
Phillipsburg.....	16,600 56	17,969 14	34,569 70	14,968 52	676 35	3,279 65	15,446 03	34,370 55	77,000		
Plainfield.....	30,650 00	36,101 09	66,751 09	28,037 74	1,179 00	25,374 98	7,475 29	62,067 01	190,000		
Princeton.....	6,981 10	.....	6,981 10	5,025 00	201 89	96 09	820 32	6,143 30	22,500	
Rahway.....	15,050 00	3,085 93	18,135 93	13,002 51	1,657 73	808 93	2,349 47	17,818 64	41,000		
Salem.....	15,050 00	5,880 00	20,930 00	10,725 00	528 42	10,592 10	1,781 62	23,627 14	53,500		
Salem.....	24,573 77	73,925 00	98,500 77	85,840 50	4,064 97	25,300 35	.....	115,205 82	382,250	
Trenton.....	92,408 30	.....	166,333 30	9,696 00	758 01	907 80	3,763 76	17,125 57	46,500	
Woodbury.....	17,043 08	.....	17,043 08	.....	.....	.....	.....	.....	.....
Total.....	\$1,652,154 92	\$773,933 63	\$2,426,088 55	\$1,440,900 72	\$51,093 78	\$457,527 67	\$405,805 10	\$2,362,327 27	\$6,385,731		

TABLE II.—CONTINUED.
Statistical Report, by Cities, for the State of New Jersey, for the School Year ending August 31st, 1892.

CITIES.	Whole number of chil- dren between five and eighteen years of age.	Average number of months the schools have been kept open.	Number of chil- dren between five and eighteen years of age en- rolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	ATTENDANCE.										Number of children at- tending private schools.	Number of children at- tending no school dur- ing the year.	Number of children the school-houses will seat.	Number of male teach- ers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
						Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attend- ed schools during the time they have been kept open.													
Atlantic City.....	2,725	9.5	2,115	29	581	467	313	751	1,708	233	1,683	2,400	45	\$40.00	\$50.90							
Bayonne.....	4,945	10	3,148	29	1,065	636	408	1,029	1,822	1,160	1,257	2,430	56	150.00	49.42							
Bloomfield.....	1,968	10	1,521	16	587	228	136	457	838	135	426	1,440	26	131.00	50.71							
Bordentown.....	1,484	9	1,154	16	75	173	112	194	300	431	395	764	11	110.62	53.80							
Bridgeton.....	3,110	10	2,126	269	683	410	246	518	1,295	161	960	1,781	31	90.00	37.13							
Burlington.....	1,739	10.5	1,074	26	275	271	163	339	612	213	207	968	16	90.47	40.71							
Camden.....	15,917	10.5	10,910	698	2,974	1,753	1,321	4,164	6,305	1,020	4,910	8,229	189	150.28	45.75							
Dover.....	1,279	10	945	8	393	179	92	273	595	115	326	973	6	90.00	43.67							
East Orange.....	3,319	10	2,319	16	1,452	437	242	472	1,659	536	618	2,317	46	149.00	57.00							
Edgewater Harbor.....	445	9.75	365	1	261	34	17	53	237	2	96	240	5	94.44	41.11							
Elizabeth.....	10,058	9.9	4,865	938	2,679	725	509	952	3,467	2,538	2,891	3,630	4	185.00	51.90							
Gloucester City.....	1,984	10	1,384	16	181	162	126	453	486	300	436	730	1	100.00	48.00							
Hoboken.....	13,210	10.5	7,389	832	2,663	1,199	911	1,784	4,888	517	955	6,090	10	126.12	47.43							
Jersey City.....	59,909	10	22,779	1,648	10,150	3,114	2,869	4,398	15,669	6,911	15,055	17,642	18	166.87	45.63							
Lambertville.....	985	10	592	5	236	116	51	114	369	35	167	618	1	111.66	42.89							
Long Branch.....	2,545	9.5	2,105	.....	879	461	278	487	1,416	72	1,074	2,190	6	111.66	60.00						
Millville.....	2,961	10	1,974	142	761	311	275	485	1,295	128	1,074	1,861	5	76.00	36.25							
Montclair.....	1,647	10	1,355	33	588	293	159	262	932	151	222	1,296	2	225.00	63.35							
Morrisstown.....	2,205	10	1,655	11	482	208	111	187	778	787	421	900	2	132.50	55.95							
Newark.....	52,636	10	26,656	1,028	11,437	3,323	3,089	6,773	17,588	8,529	11,840	23,613	35	170.00	65.00							
New Brunswick.....	4,872	9.6	2,546	.....	1,580	374	296	386	1,823	1,055	1,553	2,410	1	120.00	48.20						
Orange.....	5,652	9.9	2,114	.....	949	417	256	492	1,410	1,434	1,555	2,026	5	160.00	52.00						
Passaic.....	3,277	9	2,045	.....	760	1,004	291	80	1,442	468	735	1,760	1	122.00	42.12						
Paterson.....	21,801	10	12,915	1,693	3,797	2,691	1,811	3,493	9,540	2,989	6,814	11,000	20	130.00	50.00							
Perth Amboy.....	2,478	10	1,134	65	475	100	167	327	839	516	710	998	3	100.00	40.00							
Phillipsburg.....	2,447	10	1,576	171	915	226	111	254	1,216	613	613	1,589	3	93.33	40.60							
Plainfield.....	2,701	10	1,762	72	1,013	247	139	261	1,339	616	619	1,838	3	70.00	59.12							
Princeton.....	774	10	410	40	81	81	60	115	210	202	193	430	2	87.50	33.90							
Rahway.....	1,841	10	822	.....	351	165	164	249	707	174	447	997	4	105.00	41.00						
Salem.....	1,462	10	1,061	72	512	151	106	217	778	112	384	1,320	3	70.00	38.33							
Trenton.....	14,130	10	6,831	167	3,680	1,455	797	1,335	4,776	2,811	3,853	6,668	6	159.72	52.00							
Woodbury.....	1,176	10	973	48	311	206	135	270	565	63	283	535	2	92.50	42.65							
Total.....	246,312	9.92	128,524	7,040	51,965	21,960	15,611	31,948	87,224	34,604	60,300	111,286	168	\$439.28	\$61.91							

TABLE III.

School Districts and School Census.

COUNTIES.	Number of townships and cities.	Number of school districts.	Number of visits made by the county superintendents during the year.	Number of visits for each district.	Number of districts with less than 45 children.	Number having between 45 and 80 children.	Number having between 80 and 120 children.	Number having between 120 and 200 children.	Number having between 200 and 500 children.	Number having over 500 children.
Atlantic.....	14	44	187	4.25	13	17	7	12	3	2
Bergen.....	16	75	338	4.51	1	19	24	11	16	4
Burlington.....	26	107	387	3.61	21	47	17	8	8	6
Camden.....	11	45	187	4.15	8	17	9	12	4	5
Cape May.....	11	32	90	2.81	7	13	6	4	1	1
Cumberland.....	12	63	271	4.30	13	26	8	8	5	3
Essex.....	13	34	423	12.08	3	9	4	4	4	10
Gloucester.....	16	65	134	2.06	12	27	15	5	3	3
Hudson.....	11	15	323	21.53	.....	.....	.....	.....	.....	11
Hunterdon.....	18	107	300	2.80	22	61	11	7	5	1
Mercer.....	9	55	132	2.40	7	28	11	3	4	2
Middlesex.....	13	78	236	3.02	10	41	8	8	7	4
Monmouth.....	16	115	677	5.88	12	43	30	17	8	5
Morris.....	16	110	311	2.83	20	49	20	9	9	3
Ocean.....	13	58	165	2.84	16	23	9	5	5	.....
Passaic.....	8	40	82	2.05	4	8	16	8	2	2
Salem.....	12	68	171	2.51	15	36	7	6	3	1
Somerset.....	9	71	211	2.97	15	35	14	3	1	3
Sussex.....	16	99	283	2.85	45	43	5	3	2	1
Union.....	12	24	184	7.66	.....	8	4	3	4	5
Warren.....	20	89	227	2.55	22	51	6	4	4	2
Total.....	292	1,394	5,319	3.81	266	601	231	122	100	74

TABLE IV.

School Terms and District Tax.

COUNTIES.	LENGTH OF TIME THE SCHOOLS HAVE BEEN KEPT OPEN.			DISTRICT SCHOOL TAX.		
	Number of districts in which the schools have been kept open less than six months.	Number in which they have been kept open six months, but less than nine.	Number in which they have been kept open nine months or more.	Number of districts that raised district tax to pay teachers' salaries.	Number of districts that raised district tax to build school-houses.	Number of districts that raised no district tax.
Atlantic.....		5	39	13	15	36
Bergen.....	5		69	56	62	9
Burlington.....		16	91	6	21	87
Camden.....		2	43	25	34	9
Cape May.....			32	19	23	16
Cumberland.....		3	60	13	31	26
Essex.....			35	18	33	
Gloucester.....		2	63	27	38	22
Hudson.....			15	13	13	1
Hunterdon.....			107	6	16	88
Mercer.....			55	1	9	45
Middlesex.....		2	76	12	24	52
Monmouth.....			115	4	22	93
Morris.....	1	1	108	25	29	69
Ocean.....		14	44	10	14	41
Passaic.....			40	13	22	14
Salem.....			68	2	5	65
Somerset.....			71	6	12	57
Sussex.....		4	95	8	13	81
Union.....			24	21	23	1
Warren.....			89	11	25	63
Total.....	7	49	1,339	309	484	875

* New district.

TABLE V.

Percentage of Enrollment Attending the Schools in the Counties.

COUNTIES.	Percentage of enrollment in attendance ten months.	Percentage in attendance between eight and ten months.	Percentage in attendance between six and eight months.	Percentage in attendance between four and six months.	Percentage in attendance less than four months.	Percentage of average attendance upon the public schools.	Percentage of the census attending the public schools.	Percentage of the census the public schools will accommodate.	Percentage of the census attending private schools.	Percentage of the census attending no school.
Atlantic .....	.272	.240	.158	.330	.669	.790	.036	.174	.891	
Bergen.....	.085	.326	.196	.128	.265	.625	.658	.091	.251	.753
Burlington.....	.012	.162	.221	.209	.396	.495	.682	.119	.199	.789
Camden .....	.049	.256	.177	.135	.383	.559	.674	.065	.261	.566
Cape May.....		.242	.267	.193	.298	.593	.831	.047	.122	.875
Cumberland .....	.043	.267	.229	.165	.296	.658	.740	.029	.231	.751
Essex.....	.038	.425	.173	.118	.246	.644	.576	.180	.244	.501
Gloucester .....	.015	.244	.228	.187	.326	.564	.824	.025	.151	.844
Hudson .....	.088	.391	.152	.127	.242	.659	.547	.157	.296	.355
Hunterdon.....	.016	.212	.206	.190	.376	.523	.855	.019	.125	.846
Mercer.....	.034	.357	.204	.139	.266	.540	.566	.175	.258	.525
Middlesex.....	.034	.069	.169	.157	.271	.631	.581	.166	.253	.602
Monmouth.....	.008	.285	.221	.192	.294	.565	.822	.049	.129	.889
Morris .....	.024	.284	.213	.161	.318	.572	.678	.135	.157	.701
Ocean.....	.005	.171	.240	.235	.349	.576	.894	.013	.093	.930
Passaic.....	.103	.294	.203	.143	.257	.696	.592	.123	.285	.519
Salem.....	.022	.238	.198	.188	.354	.549	.849	.039	.112	.897
Somerset .....	.080	.276	.172	.150	.322	.556	.727	.062	.211	.695
Sussex .....	.008	.278	.187	.168	.359	.537	.826	.030	.144	.918
Union.....	.016	.502	.158	.113	.211	.712	.538	.206	.256	.496
Warren.....	.031	.350	.203	.146	.270	.618	.780	.053	.167	.903
Total.....	.046	.330	.189	.148	.287	.618	.619	.640	.124	.236

TABLE VI.

Percentage of Enrollment Attending the Schools in the Cities.

CITIES.	Percentage of enrollment in attendance ten months.	Percentage in attendance between eight and ten months.	Percentage in attendance between six and eight months.	Percentage in attendance between four and six months.	Percentage in attendance less than four months.	Percentage of average attendance upon the public schools.	Percentage of census attending public schools.	Percentage attending private schools.	Percentage attending no school.	Percentage of the school census the public schools will accommodate.
Atlantic City.....		.275	.221	.148	.356	.807	.698	.077	.225	.880
Bayonne.....	.009	.337	.202	.129	.323	.576	.567	.208	.225	.485
Bloomfield.....	.013	.505	.205	.128	.149	.745	.666	.287	.253	.734
Bordentown.....		.136	.311	.202	.351	.541	.391	.309	.300	.680
Bridgeton.....	.126	.321	.193	.116	.244	.656	.654	.050	.296	.572
Burlington.....	.024	.256	.252	.152	.316	.569	.718	.143	.139	.556
Camden.....	.064	.272	.161	.121	.382	.577	.643	.061	.291	.545
Dover.....	.009	.416	.189	.097	.289	.486	.682	.083	.235	.761
East Orange.....	.007	.497	.188	.104	.204	.711	.668	.154	.178	.729
Egg Harbor City.....		.715	.094	.046	.145	.649	.788	.004	.208	.764
Elizabeth.....		.551	.149	.104	.196	.712	.473	.246	.281	.361
Gloucester City.....	.017	.193	.173	.134	.483	.518	.560	.180	.280	.365
Hoboken.....	.113	.360	.162	.123	.242	.661	.834	.058	.108	.461
Jersey City.....	.072	.446	.137	.126	.219	.687	.509	.155	.336	.294
Lambertville.....	.009	.452	.223	.098	.218	.706	.721	.048	.231	.621
Long Branch.....		.418	.219	.132	.231	.672	.954	.033	.013	.870
Millville.....	.072	.385	.158	.139	.246	.656	.621	.041	.338	.629
Montclair.....	.025	.440	.220	.119	.196	.698	.782	.088	.130	.787
Morristown.....	.045	.466	.201	.107	.181	.751	.461	.350	.189	.408
Newark.....	.039	.429	.162	.116	.254	.659	.566	.181	.252	.448
New Brunswick.....		.620	.147	.081	.152	.742	.494	.205	.501	.515
Orange.....		.449	.197	.121	.233	.682	.414	.281	.305	.358
Passaic.....		.371	.491	.099	.039	.069	.630	.144	.226	.537
Paterson.....	.131	.294	.162	.143	.270	.735	.568	.132	.300	.504
Perth Amboy.....	.057	.419	.088	.148	.289	.739	.480	.219	.301	.458
Phillipsburg.....	.044	.580	.143	.072	.161	.771	.625	.132	.243	.649
Plainfield.....	.041	.592	.140	.079	.148	.754	.588	.205	.207	.679
Princeton.....	.097	.205	.198	.146	.354	.341	.509	.251	.240	.554
Rahway.....		.406	.120	.188	.286	.552	.584	.116	.300	.541
Salem.....	.068	.483	.144	.100	.205	.733	.681	.072	.247	.903
Trenton.....	.024	.451	.213	.117	.195	.698	.506	.208	.286	.472
Woodbury.....	.049	.323	.212	.139	.277	.580	.737	.047	.214	.736
Total.....	.056	.403	.170	.122	.249	.685	.575	.155	.270	.451

TABLE VII.

School Property in the Counties.

COUNTIES.	Number of school buildings.	Number owned.	Number rented.	MATERIAL.			Number of class-rooms.	VENTILA- TION.		Number of school-houses erected during the year.	Number of school-houses enlarged, re-furnished or remodeled.	PRIVATE SCHOOLS.	
				Wood.	Brick.	Stone.		Number of buildings having a system of ventilation.	Number of buildings without a system of ventilation.			Number of unsectarian private schools having twenty-five pupils or more.	Number of sectarian private schools having twenty-five pupils or more.
Atlantic.....	52	52	.....	51	1	.....	127	10	42	3	3	3	2
Bergen.....	81	81	.....	62	16	3	187	38	43	7	6	7	9
Burlington.....	120	111	9	87	33	.....	187	10	110	2	.....	13	11
Camden.....	87	84	3	55	24	8	304	39	48	4	3	7	5
Cape May.....	32	32	.....	21	6	5	55	5	27	.....	.....	.....	1
Cumberland.....	85	85	.....	64	21	.....	243	.....	85	1	2	.....	3
Essex.....	97	92	5	50	44	3	703	55	42	2	7	15	18
Gloucester.....	72	72	.....	62	6	4	134	12	60	1	.....	1	2
Hudson.....	56	53	3	9	47	.....	713	31	25	5	.....	10	16
Hunterdon.....	110	110	.....	88	5	17	144	1	109	.....	7	.....	.....
Mercer.....	77	72	5	48	27	2	220	10	67	1	7	6	5
Middlesex.....	87	85	2	66	20	1	184	22	65	1	9	13	11
Monmouth.....	128	127	1	112	16	.....	207	20	108	3	6	5	3
Morris.....	112	111	1	88	15	9	166	14	98	1	.....	9	15
Ocean.....	55	54	1	55	.....	.....	78	.....	55	.....	4	4	1
Passaic.....	61	60	1	38	23	.....	320	14	47	.....	5	10	14
Salem.....	75	75	.....	62	13	.....	121	2	73	.....	.....	.....	3
Somerset.....	72	72	.....	61	9	2	114	2	70	.....	2	.....	1
Sussex.....	100	99	1	83	11	6	122	2	98	.....	6	3	1
Union.....	40	34	6	20	13	7	216	16	24	.....	3	23	12
Warren.....	89	87	2	62	12	15	128	9	80	3	2	.....	5
Total.....	1,688	1,648	40	1,244	362	82	4,673	312	1,376	34	86	152	137

TABLE VIII.

School Property in the Cities.

CITIES.	Number of school buildings.	Number owned.	Number rented.	MATERIAL.			Number of class-rooms.	VENTILA-TION.		Number of school-houses erected during the year.	Number of school-houses enlarged, re-furnished or remodeled.	PRIVATE SCHOOLS.	
				Wood.	Brick.	Stone.		Number of buildings having a system of ventilation.	Number of buildings without a system of ventilation.			Number of unsectarian private schools having twenty-five pupils or more.	Number of sectarian private schools having twenty-five pupils or more.
Atlantic City.....	4	4			4		43	4					1
Bayonne.....	6	6			6		58	3	3			1	3
Bloomfield.....	4	4			4		29	1	3			2	1
Bordentown.....	2	2		1	1		14	1	1			1	2
Bridgeton.....	6	5	1		2		36		6		1	6	
Burlington.....	6	6		1	5		20	1	5			1	3
Camden.....	19	19	1		13	6	192	19		2	1	12	3
Dover.....	12	12		1	1		15	2				1	1
East Orange.....	5	5			5		44	5		1		3	
Egg Harbor City.....	2	1	1	1	1		5		2				
Elizabeth.....	8	7	1	1	6	1	75	3	5			8	8
Gloucester City.....	4	4		1	3		11	4			1	1	1
Hoboken.....	6	6			6		130	3	3	1	1	5	6
Jersey City.....	23	23		1	22		394	13	10		3	5	10
Lambertville.....	3	3			3		15		3				
Long Branch.....	3	8		3	5		35	8		1	2		1
Millville.....	11	11		4	7		41		11				1
Montclair.....	4	4			4		48	4				2	
Morristown.....	2	2			2		18		2			2	1
Newark.....	42	37	5	5	37		436	33	9		1	7	8
New Brunswick.....	6	6		1	5		51	6			2	3	5
Orange.....	5	5		1	4		44	5			1	4	3
Passaic.....	6	6		3	3		41	6				2	1
Paterson.....	17	17			17		232	6	11			5	7
Perth Amboy.....	3	2	1		3		19	3				4	1
Phillipsburg.....	6	6		1	5		38	4	2	1			2
Plainfield.....	5	5			5		48	5			1	9	2
Princeton.....	2	2		1	1		10	1	1			2	2
Rahway.....	4	4		2	2		26	4			1	2	1
Salem.....	5	5			5		26	2	3				2
Trenton.....	23	19	4		23		142	5	18		4	4	3
Woodbury.....	6	6		3	3		21	6				1	1
Total.....	255	241	14	35	213	7	2,365	157	98	6	19	85	80

TABLE IX.—CONTINUED.

School Property in the Counties.

COUNTIES.	VALUATION.								CONDITION.						
	Number of buildings valued at \$100 or less.	Number valued between \$100 and \$500.	Number valued between \$500 and \$1,000.	Number valued between \$1,000 and \$5,000.	Number valued between \$5,000 and \$10,000.	Number valued between \$10,000 and \$20,000.	Number valued between \$20,000 and \$40,000.	Number valued above \$40,000.	Average value.	Number of very poor buildings.	Number of poor.	Number of medium.	Number of good.	Number of very good.	
Atlantic.....	3	9	17	16	2	1	4	.....	\$4,057	4	.....	10	23	15
Bergen.....	1	13	40	18	6	3	.....	5,366	.....	1	6	31	43	
Burlington.....	28	25	46	8	3	1	.....	2,342	5	6	26	41	42	
Camden.....	7	19	26	9	10	10	3	12,177	.....	4	8	15	60	
Cape May.....	4	4	23	1	.....	.....	.....	2,438	2	.....	7	1	22	
Cumberland.....	4	10	30	32	8	.....	1	.....	2,509	.....	11	29	43	2
Essex.....	5	20	7	11	26	23	22,402	1	5	2	44	45	
Gloucester.....	6	27	36	2	1	.....	.....	1,711	.....	7	22	36	7	
Hudson.....	1	1	12	4	8	16	11	27,400	2	9	14	11	20	
Hunterdon.....	21	39	44	4	2	.....	.....	1,856	.....	.....	15	41	52	
Mercer.....	6	31	13	3	12	7	.....	6,232	3	12	7	23	42	
Middlesex.....	2	34	34	5	4	5	1	18,970	2	5	30	23	27	
Monmouth.....	2	40	68	6	7	3	1	3,984	.....	2	.....	25	101	
Morris.....	12	46	42	5	4	1	1	3,053	8	9	40	41	14	
Ocean.....	14	24	14	2	.....	.....	.....	1,732	3	1	8	38	5	
Passaic.....	10	7	19	6	6	12	.....	10,473	3	5	9	19	25	
Salem.....	1	7	17	46	2	2	.....	2,189	.....	4	5	15	51	
Somerset.....	1	12	39	16	.....	3	1	1,958	3	.....	1	11	57	
Sussex.....	4	33	39	19	2	1	1	1,386	7	5	23	37	28	
Union.....	2	2	7	3	7	12	1	19,444	2	7	17	14
Warren.....	9	38	35	2	1	2	2,276	1	7	27	54
Total.....	13	196	497	608	99	89	105	41	\$5,949	43	81	276	562	726	

TABLE X.—CONTINUED.

School Property in the Cities.

CITIES.	VALUATION.						CONDITION.					
	Number of school-houses valued at \$1,000 or less.	Number valued between \$1,000 and \$5,000.	Number valued between \$5,000 and \$10,000.	Number valued between \$10,000 and \$20,000.	Number valued between \$20,000 and \$40,000.	Number valued above \$40,000.	Average value.	Number of very poor buildings.	Number of poor.	Number of medium.	Number of good.	Number of very good.
Atlantic City.....					4		\$28,750					4
Bayonne.....				2	4		26,666					6
Bloomfield.....				2	2		22,500				4	
Bordentown.....	1		1				8,250				2	
Bridgeton.....		1	2				8,800	2	2			2
Burlington.....	12	4					6,333		1	1		4
Camden.....			7	8	3		27,900					19
Dover.....			12				17,500				1	1
East Orange.....					5		58,000					5
Egg Harbor City.....			1				10,000				2	
Elizabeth.....				6	1		28,856	1	1		2	4
Gloucester City.....	1	2	1				7,250				4	
Hoboken.....				3	3		43,083			2		2
Jersey City.....	1	6		3	6	7	30,030	2	6	6	5	4
Lambertville.....			2	1			11,666					3
Long Branch.....		3		4		1	20,940					8
Millville.....	4	4	3				4,750			1	4	6
Montclair.....			1		2	1	27,500				4	
Morristown.....				1		1	35,000					2
Newark.....	2	2	5	12	16		36,698		3		18	21
New Brunswick.....	1	1	2	1	1		29,500				1	5
Orange.....		1		3	1		32,000					5
Passaic.....			4		2		17,666				6	
Paterson.....				6	10	1	25,077	1	2		8	6
Perth Amboy.....			1	1			22,500					3
Phillipsburg.....	1	3	1	1			11,750				5	1
Plainfield.....					5		33,400					5
Princeton.....	1		1				8,300					2
Rahway.....	2		1	1			7,122				3	1
Salem.....	3		2				9,300					5
Trenton.....			2	11	6		18,195	1	3	15	4	
Woodbury.....	3	2	1				6,433			1	3	2
Total.....	5	32	29	57	77	41	\$681,715	4	15	16	90	130

TABLE XI.

Furniture and Supplies in the Schools of the Counties.

COUNTIES.	DESKS.		MAPS AND CHARTS.		GLOBES.	
	Modern.	Old style.	With.	Without.	With.	Without.
Atlantic.....	49	3	49	3	43	9
Bergen.....	79	2	81	.....	59	22
Burlington.....	109	11	106	14	69	51
Camden.....	85	2	86	1	69	18
Cape May.....	28	4	23	9	23	9
Cumberland.....	79	6	84	1	60	25
Essex.....	94	3	87	10	94	3
Gloucester.....	72	.....	72	.....	49	23
Hudson.....	49	7	48	8	46	10
Hunterdon.....	106	4	107	3	77	33
Mercer.....	69	8	73	4	40	37
Middlesex.....	87	.....	83	4	37	50
Monmouth.....	110	18	123	5	90	38
Morris.....	101	11	107	5	74	38
Ocean.....	47	8	45	10	25	30
Passaic.....	55	6	56	5	55	6
Salem.....	73	2	74	1	62	13
Somerset.....	72	.....	71	1	55	17
Sussex.....	63	37	73	27	39	61
Union.....	40	.....	39	1	36	4
Warren.....	87	2	88	1	60	29
Total	1,554	134	1,575	113	1,162	526

TABLE XI.—CONTINUED.

Furniture and Supplies in the Schools of the Counties.

DICTIONARIES.		GAZETTEERS.		Value of other apparatus.	BLACKBOARDS.		TEXT-BOOKS.			
With.	Without.	With.	Without.		With sufficient surface.	Without sufficient surface.	Number of districts that furnish the text-books.	Number of districts that do not furnish the text-books.	Number of districts where there is uniformity of text-books.	Number of districts where there is not uniformity of text-books.
49	3	39	13	\$2,031 30	47	5	29	15	44	.....
75	6	42	39	7,140 00	74	7	33	42	74	1
103	17	63	57	810 00	120	.....	17	90	107	.....
76	11	49	38	2,160 00	86	1	10	35	40	5
31	1	22	10	558 50	27	5	14	18	27	5
74	11	38	47	725 00	71	14	11	52	63	.....
96	1	87	10	18,375 00	78	19	5	29	34	.....
55	17	39	33	2,000 00	59	13	17	48	62	3
47	9	38	18	690 00	48	8	11	4	15	.....
105	5	69	41	365 00	106	4	1	106	107	.....
66	11	49	28	29,446 73	71	6	1	54	43	12
80	7	49	38	6,165 00	66	21	7	71	77	1
116	12	115	13	8,280 00	119	9	9	106	114	1
97	15	36	76	510 00	95	17	6	104	73	37
30	25	26	29	215 00	49	6	2	56	49	9
57	4	46	15	450 00	54	7	2	38	40	.....
66	9	55	20	1,688 00	62	13	4	64	65	3
62	10	44	28	2,040 00	70	2	2	69	62	9
82	18	57	43	.....	88	12	.....	99	67	32
39	1	19	21	6,803 00	22	18	17	7	24	.....
80	9	37	52	625 00	86	3	.....	89	89	.....
1,486	202	1,019	669	\$110,451 53	1,498	190	198	1,196	1,276	118

TABLE XII.

Furniture and Supplies in the Schools of the Cities.

CITIES.	DESKS.		MAPS AND CHARTS.		GLOBES.	
	Modern.	Old style.	With.	Without.	With.	Without.
Atlantic City.....	4		4		4	
Bayonne.....	6		6		6	
Bloomfield.....	4		4		4	
Bordentown.....	2		2		2	
Bridgeton.....	6		6		4	2
Burlington.....	6		1	5		6
Camden.....	19		19		19	
Dover.....	12		2		2	
East Orange.....	5		5		5	
Egg Harbor.....	1	1	1	1	1	1
Elizabeth.....	8		8		7	1
Gloucester City.....	4		4		4	
Hoboken.....	6		6		4	2
Jersey City.....	18	5	17	6	20	3
Lambertville.....	3		3		3	
Long Branch.....	8		8		8	
Millville.....	11		11		11	
Montclair.....	4		4		4	
Morristown.....	2		2		2	
Newark.....	40	2	40	2	39	3
New Brunswick.....	6		6		6	
Orange.....	5		5		5	
Passaic.....	6		6		6	
Paterson.....	17		17		17	
Perth Amboy.....	3		3		3	
Phillipsburg.....	6		6		6	
Plainfield.....	5		5		5	
Princeton.....	2		2		2	
Rahway.....	4		4		4	
Salem.....	5		5		5	
Trenton.....	17	6	23		21	2
Woodbury.....	6		6		6	
Total.....	241	14	241	14	235	20

TABLE XII.—CONTINUED.

Furniture and Supplies in the Schools of the Cities.

DICTIONARIES.		GAZETTEERS.		Value of other apparatus.	BLACKBOARDS.		TEXT-BOOKS.	
With.	Without.	With.	Without.		With sufficient surface.	Without sufficient surface.	Cities that furnish the text-books.	Cities that do not furnish the text-books.
4	1	3	\$490 00	4	.....	Yes	.....
6	6	.....	.....	6	.....	Yes	.....
4	4	.....	500 00	4	.....	Yes	.....
12	12	.....	150 00	12	.....	Yes	.....
3	3	3	3	50 00	6	.....	Yes	.....
1	5	5	1	.....	6	.....	.....	Yes
19	19	.....	.....	19	.....	Yes	.....
12	12	.....	100 00	12	.....	Yes	.....
5	5	.....	.....	5	.....	.....	Yes
1	1	1	1	250 00	1	.....	Yes	.....
7	1	7	1	425 00	6	2	Yes	.....
4	4	.....	.....	4	.....	Yes	.....
6	6	.....	.....	6	.....	Yes	.....
23	19	4	2,878 50	16	7	Yes	.....
3	3	.....	250 00	3	.....	Yes	.....
8	8	.....	4,100 00	8	.....	Yes	.....
11	1	10	600 00	11	.....	Yes	.....
4	4	.....	4,650 00	4	.....	Yes	.....
12	2	.....	100 00	2	.....	Yes	.....
41	1	36	6	.....	38	4	Yes	.....
6	2	4	1,240 00	5	1	.....	Yes
5	5	.....	5,200 00	5	.....	Yes	.....
6	1	5	200 00	6	.....	Yes	.....
17	9	2	250 00	17	.....	Yes	.....
3	1	2	50 00	3	.....	.....	Yes
6	6	.....	325 00	4	2	.....	Yes
5	5	.....	1,150 00	5	.....	.....	Yes
2	2	.....	110 00	12	.....	.....	Yes
4	4	450 00	4	.....	Yes	.....
5	5	.....	925 00	5	.....	.....	Yes
23	17	6	29,399 73	17	6	Yes	.....
6	6	.....	760 00	6	.....	Yes	.....
244	11	197	58	54,603 23	233	22	25	7

TABLE XIII.

Ages of Children Enrolled in the Schools of the Counties.

COUNTIES.	Number of children enrolled in the public schools between five and six years of age.	Number between six and seven years of age.	Number between seven and eight years of age.	Number between eight and nine years of age.	Number between nine and ten years of age.	Number between ten and eleven years of age.	Number between eleven and twelve years of age.	Number between twelve and thirteen years of age.	Number between thirteen and fourteen years of age.	Number between fourteen and fifteen years of age.	Number between fifteen and sixteen years of age.	Number between sixteen and seventeen years of age.	Number between seventeen and eighteen years of age.
Atlantic.....	353	517	513	592	479	523	470	484	491	396	254	136	85
Bergen.....	698	898	943	937	910	857	885	809	732	538	317	164	67
Burlington.....	570	865	966	996	941	1,013	958	925	819	694	469	305	188
Camden.....	909	1,686	1,868	1,740	1,822	1,825	1,717	1,679	1,448	1,005	577	240	130
Cape May.....	167	174	193	213	212	212	232	203	205	183	132	122	90
Cumberland.....	845	874	973	1,039	1,008	987	861	790	740	551	401	279	191
Essex.....	2,058	3,985	4,735	4,790	4,182	4,173	3,584	3,493	2,854	1,993	1,147	619	392
Gloucester.....	415	494	559	636	544	666	562	531	506	395	300	228	130
Hudson.....	2,759	4,764	4,571	5,099	4,887	4,872	4,351	4,209	3,099	1,942	1,164	379	153
Hunterdon.....	426	598	578	654	590	625	646	615	601	513	430	280	216
Mercer.....	730	834	901	901	869	976	965	954	969	861	608	551	326
Middlesex.....	545	532	630	825	960	955	1,042	914	760	651	530	432	323
Monmouth.....	854	822	946	1,160	1,494	1,552	1,554	1,325	1,141	956	922	824	602
Morris.....	799	904	927	911	941	916	889	819	751	594	459	285	238
Ocean.....	298	325	336	394	357	400	360	357	338	305	241	151	102
Passaic.....	1,827	2,198	1,963	2,158	2,025	1,891	1,730	1,608	1,037	805	278	164	56
Salem.....	285	356	475	552	591	593	583	566	453	380	302	261	196
Somerset.....	266	451	526	513	471	500	471	478	426	372	298	196	97
Sussex.....	420	486	463	484	472	462	484	431	376	323	241	180	137
Union.....	570	694	795	930	1,090	1,153	963	825	772	712	586	507	362
Warren.....	568	747	728	818	753	750	716	680	618	563	354	221	147
Total.....	16,362	23,204	24,589	26,342	25,598	25,901	24,023	22,695	19,046	14,732	10,010	6,524	4,228

TABLE XIV.

Percentage of Ages of Children Enrolled in the Schools of the Counties.

COUNTIES.	Percentage of enrollment in the public schools between five and six years of age.	Percentage between six and seven years of age.	Percentage between seven and eight years of age.	Percentage between eight and nine years of age.	Percentage between nine and ten years of age.	Percentage between ten and eleven years of age.	Percentage between eleven and twelve years of age.	Percentage between twelve and thirteen years of age.	Percentage between thirteen and fourteen years of age.	Percentage between fourteen and fifteen years of age.	Percentage between fifteen and sixteen years of age.	Percentage between sixteen and seventeen years of age.	Percentage between seventeen and eighteen years of age.
Atlantic .....	.067	.097	.097	.112	.090	.099	.089	.091	.093	.075	.048	.026	.016
Bergen .....	.080	.102	.108	.107	.104	.098	.101	.092	.084	.061	.036	.019	.008
Burlington.....	.059	.089	.099	.103	.097	.104	.098	.098	.084	.071	.048	.031	.019
Camden.....	.055	.101	.112	.105	.109	.110	.103	.101	.087	.060	.035	.014	.008
Cape May.....	.071	.074	.083	.091	.091	.091	.099	.087	.088	.078	.056	.052	.039
Cumberland.....	.089	.092	.102	.108	.106	.103	.090	.083	.078	.058	.042	.029	.020
Essex .....	.054	.105	.125	.126	.110	.110	.094	.092	.075	.053	.030	.016	.010
Gloucester .....	.069	.083	.094	.107	.091	.112	.094	.089	.085	.066	.050	.038	.022
Hudson.....	.066	.113	.109	.121	.114	.116	.103	.100	.071	.046	.028	.009	.004
Hunterdon.....	.063	.088	.085	.096	.087	.092	.095	.091	.089	.076	.063	.043	.032
Mercer .....	.070	.080	.086	.086	.083	.094	.092	.091	.093	.083	.058	.053	.031
Middlesex .....	.060	.055	.069	.091	.106	.105	.115	.100	.084	.072	.058	.047	.035
Monmouth.....	.060	.058	.067	.082	.105	.110	.110	.094	.081	.067	.065	.058	.043
Morris.....	.085	.096	.098	.096	.100	.097	.094	.087	.080	.063	.049	.030	.025
Ocean .....	.075	.082	.085	.099	.090	.101	.091	.090	.085	.077	.061	.038	.026
Passaic.....	.103	.123	.110	.121	.114	.106	.097	.096	.058	.045	.016	.009	.003
Salem .....	.051	.063	.085	.099	.106	.106	.104	.101	.081	.068	.054	.047	.035
Somerset.....	.053	.090	.103	.102	.093	.099	.092	.094	.084	.074	.059	.038	.019
Sussex.....	.085	.098	.093	.098	.095	.093	.098	.087	.076	.065	.048	.036	.028
Union .....	.057	.070	.080	.093	.110	.116	.097	.083	.077	.071	.059	.051	.036
Warren.....	.074	.095	.095	.107	.099	.098	.094	.089	.081	.074	.046	.029	.019
Total .....	.067	.096	.101	.108	.105	.107	.099	.093	.078	.061	.041	.027	.017

TABLE XV.

Ages of Children Enrolled in the Schools of the Cities.

CITIES.	Number of children enrolled in the public schools between five and six years of age.	Number between six and seven years of age.	Number between seven and eight years of age.	Number between eight and nine years of age.	Number between nine and ten years of age.	Number between ten and eleven years of age.	Number between eleven and twelve years of age.	Number between twelve and thirteen years of age.	Number between thirteen and fourteen years of age.	Number between fourteen and fifteen years of age.	Number between fifteen and sixteen years of age.	Number between sixteen and seventeen years of age.	Number between seventeen and eighteen years of age.
Atlantic City.....	96	201	202	240	201	234	183	220	189	196	84	46	23
Bayonne.....	287	366	353	303	336	345	309	301	244	169	82	36	27
Bloomfield.....	62	103	113	145	111	133	102	89	97	78	51	25	15
Bordentown.....	29	54	51	52	49	65	57	51	55	43	24	15	9
Bridgeton.....	174	199	243	250	226	252	196	196	168	94	73	42	13
Burlington.....	65	94	108	99	85	100	139	107	101	77	53	23	18
Camden.....	470	1,105	1,250	1,159	1,241	1,211	1,175	1,124	980	650	340	142	63
Dover.....	70	99	85	78	99	89	110	90	91	56	47	24	7
East Orange.....	155	191	211	271	214	249	213	194	206	183	115	74	43
Egg Harbor.....	41	45	45	37	33	34	35	46	31	10	6	2	.....
Elizabeth.....	250	395	504	551	572	515	485	510	437	289	220	94	43
Gloucester City.....	53	94	105	94	75	89	79	121	82	62	44	25	15
Hoboken.....	373	781	857	953	903	910	790	788	524	277	123	69	41
Jersey City.....	1,305	2,504	2,226	2,701	2,606	2,570	2,373	2,328	1,722	1,244	875	252	73
Lambertville.....	32	38	55	45	55	55	65	36	59	28	26	5	3
Long Branch.....	140	206	161	253	187	214	165	204	182	150	124	80	39
Millville.....	228	209	227	226	247	224	189	120	130	79	44	37	14
Montclair.....	114	90	121	138	122	124	120	105	114	117	69	53	48
Morristown.....	51	100	98	96	107	68	112	105	99	82	61	35	21
Newark.....	1,151	3,050	3,452	3,452	3,124	3,045	2,571	2,510	1,842	1,229	638	324	262
New Brunswick.....	177	283	289	274	274	285	218	225	193	164	97	48	19
Orange.....	112	211	236	224	218	200	196	224	202	144	79	42	26
Passaic.....	216	262	185	246	230	209	170	182	127	114	57	35	12
Paterson.....	1,357	1,620	1,491	1,598	1,485	1,392	1,294	1,169	719	541	148	90	11
Perth Amboy.....	79	108	102	127	104	131	123	123	100	62	41	20	12
Phillipsburg.....	124	162	173	152	159	171	160	133	116	93	65	54	14
Plainfield.....	97	119	154	175	177	161	179	166	171	140	97	73	53
Princeton.....	23	25	23	29	31	44	48	46	37	51	29	12	12
Rahway.....	66	82	69	77	91	107	88	110	65	57	36	23	1
Salem.....	72	108	116	106	102	94	89	117	83	65	55	33	21
Trenton.....	496	664	759	874	772	730	725	717	525	285	156	72	59
Woodbury.....	62	102	87	116	82	96	87	101	90	59	48	23	15
Total.....	8,047	13,670	14,151	15,141	14,318	14,146	12,845	12,560	9,781	6,888	4,007	1,938	1,032

TABLE XVI.

Percentage of Ages of Children Enrolled in the Schools of the Cities.

CITIES.	Percentage of enrollment in the public schools between five and six years of age.	Percentage between six and seven years of age.	Percentage between seven and eight years of age.	Percentage between eight and nine years of age.	Percentage between nine and ten years of age.	Percentage between ten and eleven years of age.	Percentage between eleven and twelve years of age.	Percentage between twelve and thirteen years of age.	Percentage between thirteen and fourteen years of age.	Percentage between fourteen and fifteen years of age.	Percentage between fifteen and sixteen years of age.	Percentage between sixteen and seventeen years of age.	Percentage between seventeen and eighteen years of age.
Atlantic City.....	.045	.095	.095	.113	.095	.111	.087	.104	.089	.093	.040	.022	.011
Bayonne.....	.091	.116	.111	.096	.106	.109	.098	.095	.077	.054	.026	.012	.009
Bloomfield.....	.055	.092	.101	.129	.099	.118	.091	.079	.086	.070	.045	.022	.013
Bordentown.....	.052	.098	.092	.094	.089	.117	.103	.092	.099	.079	.043	.027	.016
Bridgeton.....	.082	.094	.114	.118	.106	.119	.092	.092	.079	.044	.034	.020	.006
Burlington.....	.061	.088	.101	.092	.079	.093	.128	.100	.094	.072	.049	.026	.017
Camden.....	.043	.101	.114	.106	.114	.111	.108	.103	.090	.060	.031	.013	.006
Dover.....	.074	.105	.090	.083	.105	.094	.116	.095	.096	.059	.050	.025	.008
East Orange.....	.067	.082	.091	.117	.093	.107	.092	.084	.089	.079	.049	.032	.018
Egg Harbor.....	.112	.123	.123	.101	.090	.093	.096	.126	.085	.028	.017	.006	.....
Elizabeth.....	.052	.081	.104	.113	.118	.106	.100	.104	.090	.058	.045	.020	.009
Gloucester City.....	.057	.100	.112	.100	.080	.095	.083	.129	.088	.066	.047	.027	.016
Hoboken.....	.050	.106	.116	.129	.122	.123	.107	.107	.071	.037	.017	.009	.006
Jersey City.....	.057	.110	.098	.119	.114	.113	.104	.102	.076	.054	.038	.011	.004
Lambertville.....	.010	.073	.105	.086	.105	.105	.124	.069	.113	.054	.050	.010	.006
Long Branch.....	.067	.098	.077	.120	.089	.101	.078	.097	.086	.071	.059	.038	.019
Millville.....	.116	.106	.115	.114	.125	.113	.096	.061	.066	.040	.022	.019	.007
Montclair.....	.085	.068	.090	.103	.092	.093	.090	.078	.086	.088	.052	.039	.036
Morristown.....	.049	.097	.095	.093	.103	.066	.108	.101	.096	.097	.059	.034	.020
Newark.....	.043	.114	.129	.129	.116	.114	.096	.093	.069	.046	.023	.012	.009
New Brunswick.....	.069	.111	.114	.108	.108	.112	.086	.088	.076	.064	.038	.019	.007
Orange.....	.053	.100	.112	.106	.103	.095	.093	.106	.095	.068	.037	.020	.012
Passaic.....	.106	.128	.090	.120	.113	.102	.084	.088	.063	.056	.027	.017	.006
Paterson.....	.105	.125	.115	.124	.115	.108	.100	.091	.056	.042	.011	.007	.001
Perth Amboy.....	.070	.095	.090	.112	.092	.115	.108	.110	.083	.055	.036	.018	.011
Phillipsburg.....	.079	.103	.110	.097	.101	.108	.101	.084	.074	.059	.041	.034	.009
Plainfield.....	.055	.068	.087	.099	.100	.091	.102	.094	.097	.080	.055	.042	.030
Princeton.....	.056	.061	.056	.070	.075	.107	.119	.112	.090	.126	.070	.029	.029
Rahway.....	.076	.094	.079	.088	.104	.123	.101	.126	.075	.065	.041	.027	.001
Salem.....	.068	.102	.109	.100	.096	.089	.084	.111	.073	.061	.052	.031	.020
Trenton.....	.072	.097	.111	.128	.113	.107	.106	.105	.077	.043	.023	.010	.008
Woodbury.....	.064	.105	.089	.119	.084	.099	.089	.104	.093	.061	.048	.029	.016
Total.....	.063	.166	.110	.118	.111	.110	.100	.098	.076	.054	.031	.015	.008

TABLE XVII.

Financial Report for Cities.

CITIES.	CURRENT EXPENSES.						Total current expenses.
	Amount expended for teachers' salaries.	Amount expended for superintendents' salaries.	Amount expended for janitors' salaries.	Amount expended for clerks' and treasurers' fees.	Amount expended for fuel and light.	Amount expended for incidentals.	
Atlantic City.....	\$24,584 72	\$600 00	\$2,484 00	.....	\$1,549 70	\$1,389 33	\$30,607 75
Bayonne.....	36,242 32	1,850 00	3,240 00	750 00	1,106 95	977 52	44,116 79
Bloomfield.....	15,823 38	.....	889 04	200 00	791 03	217 64	17,921 09
Bordentown.....	8,316 42	.....	252 00	50 00	223 40	271 62	9,113 44
Bridgeton.....	14,258 12	.....	949 92	36 00	519 93	320 14	16,084 11
Camden.....	102,395 80	975 00	16,904 71	1,684 97	4,712 26	400 00	127,072 74
Dover.....	7,954 00	.....	706 65	40 00	462 12	211 60	9,374 37
Egg Harbor.....	2,860 00	25 00	186 00	5 00	116 50	136 19	3,328 69
Elizabeth.....	52,908 32	700 00	4,249 94	400 00	2,529 02	6,416 70	67,203 98
Gloucester City.....	6,290 00	.....	600 00	50 00	600 13	393 42	7,933 55
Hoboken.....	86,793 58	500 00	7,660 00	1,300 00	3,088 52	811 72	100,153 82
Jersey City.....	240,908 89	3,499 92	18,369 91	1,500 00	11,288 78	2,800 42	278,367 92
Lambertville.....	6,575 00	.....	435 00	25 00	218 04	213 73	7,466 77
Long Branch.....	25,175 50	.....	3,345 82	200 00	1,394 12	2,869 18	32,984 62
Millville.....	17,333 42	416 66	1,163 00	.....	784 80	108 08	19,805 96
Montclair.....	20,287 25	3,000 00	1,492 50	200 00	948 12	1,294 41	27,222 28
Morristown.....	13,792 00	240 00	960 00	200 00	627 43	718 06	16,537 49
Newark.....	357,218 94	3,000 00	27,230 56	7,649 71	12,188 58	2,624 84	409,912 63
New Brunswick.....	23,615 00	2,500 00	3,000 00	400 00	1,103 18	214 25	30,832 43
Orange.....	28,191 40	2,500 00	2,389 92	500 04	1,543 11	556 65	35,681 12
Passaic.....	21,331 53	633 32	2,510 00	300 00	1,455 07	1,167 95	27,397 87
Paterson.....	101,713 40	2,000 00	11,861 12	1,200 00	5,366 40	623 31	122,764 23
Phillipsburg.....	13,528 52	1,440 00	1,376 00	606 00	676 35	11,445 22	29,072 09
Plainfield.....	28,037 74	.....	3,220 00	283 33	1,237 55	1,770 02	34,548 64
Princeton.....	5,025 00	.....	338 50	137 50	201 89	163 14	5,866 03
Rahway.....	13,002 51	400 00	870 00	200 00	1,657 73	136 68	16,266 92
Salem.....	10,725 00	.....	779 25	250 00	528 42	289 01	12,571 68
Trenton.....	85,840 50	800 00	6,442 62	955 00	4,064 97	7,379 51	105,482 60
Woodbury.....	10,500 00	.....	1,100 00	100 00	800 00	425 00	12,925 00
Total.....	\$1,381,229 26	\$25,029 26	\$125,006 46	\$19,222 55	\$61,784 10	\$46,345 34	\$1,658,616 61

TABLE XVII.—CONTINUED.

Financial Report for Cities.

PERMANENT EXPENSES.								Total amount expended for all school purposes.
Amount expended for build-ings.	Amount expended for repairs.	Amount expended for furni-ture.	Amount expended for appa-ratus.	Amount expended for books and stationery.	Amount expended for printing and advertising.	Amount expended for taking school census.	Total permanent expenses.	
\$7,511 50	\$3,300 30	\$1,636 85	\$195 16	\$1,089 21	\$154 35	\$136 68	\$14,024 05	\$44,631 80
.....	3,801 50	127 16	.....	3,477 21	.....	247 25	7,653 12	51,769 91
9,570 59	239 65	479 29	.....	192 95	41 50	97 90	10,621 88	28,542 97
357 92	501 42	.....	.....	173 56	24 81	74 05	1,131 76	10,245 20
.....	1,121 85	364 45	.....	1,323 82	93 22	65 05	2,968 39	19,052 50
39,359 44	17,155 83	491 06	.....	7,497 19	1,001 90	731 68	66,237 10	193,309 84
15,548 84	331 16	1,194 93	.....	495 89	93 00	63 95	17,727 77	27,102 14
.....	31 06	34 80	.....	256 03	25 00	22 25	369 14	3,697 83
2,105 00	3,610 94	276 84	.....	4,477 68	544 69	489 20	11,504 35	78,708 33
.....	384 45	292 83	.....	240 41	4 46	99 62	1,021 77	8,955 32
.....	4,481 17	12 00	.....	6,733 84	1,337 35	698 20	13,262 56	113,416 38
102,638 62	48,000 00	1,469 00	.....	12,875 75	1,107 65	3,000 00	169,091 02	447,458 94
.....	385 54	.....	.....	.....	.....	49 75	435 29	7,902 06
17,403 84	2,306 85	1,689 37	.....	1,450 00	183 10	72 50	23,105 66	56,090 28
.....	2,231 28	.....	.....	749 72	27 90	148 05	3,156 95	22,962 91
12,952 62	1,304 95	1,010 29	391 34	1,124 73	.....	80 00	16,863 93	44,086 21
2,630 00	549 48	257 04	.....	809 85	99 75	116 40	4,462 52	21,000 01
29,565 55	23,964 42	5,610 13	.....	16,038 25	.....	2,872 70	78,051 05	487,963 68
282 00	7,224 03	599 55	46 70	779 06	.....	243 60	9,174 94	40,007 37
.....	5,136 99	797 18	659 23	1,318 86	103 30	165 66	8,181 22	43,862 34
1,140 00	2,027 23	389 20	52 00	2,317 11	74 75	6,000 29	6,000 29	33,398 16
56,035 30	8,790 80	.....	.....	10,392 81	2,798 23	966 99	78,984 13	201,748 36
2,500 00	779 65	1,057 93	563 92	126 71	148 00	122 25	5,298 46	34,370 55
22,549 78	2,825 20	754 02	.....	1,019 72	97 60	272 05	27,518 37	62,067 01
.....	96 09	.....	.....	124 73	17 75	38 70	277 27	6,143 30
.....	808 93	.....	.....	650 74	.....	92 05	1,551 72	17,818 64
9,622 01	859 59	.....	.....	485 35	15 01	73 50	11,055 46	23,627 14
25,300 35	2,988 57	3,850 96	.....	9,085 65	848 61	579 03	42,653 17	148,135 77
2,900 00	600 00	.....	.....	900 00	58 30	64 25	4,522 55	17,447 55
\$359,973 36	\$145,538 93	\$22,394 88	\$1,908 35	\$86,206 83	\$8,900 23	\$11,683 31	\$636,905 89	\$2,295,522 50

TABLE XVIII.

Certificates Granted by the County Superintendents.

COUNTIES.	FIRST GRADE.		SECOND GRADE.		THIRD GRADE.		Total to males.	Total to females.	Total number granted.	Number of male applicants rejected.	Number of female applicants rejected.	Total number of applicants rejected.	Number of certificates revoked.	Percentage of rejections out of the whole number examined.
	To males.	To females.	To males.	To females.	To males.	To females.								
Atlantic	4	13	1	15	4	46	9	74	83	3	35	38	.....	.314
Bergen	7	9	1	12	3	9	11	30	41	3	43	46	.....	.528
Burlington.....	3	9	7	30	11	44	21	83	104	6	43	49	.....	.320
Camden .....	.....	.....	12	11	3	14	5	25	30	10	47	57	.....	.655
Cape May.....	4	1	3	5	7	14	14	20	34	3	7	10	.....	.227
Cumberland.....	2	7	3	18	8	40	13	65	78	8	13	21	.....	.212
Essex	1	4	.....	13	5	28	6	45	51	12	9	11	.....	.177
Gloucester .....	.....	3	5	25	7	58	12	86	98	12	40	52	.....	.347
Hudson	3	12	.....	37	1	36	4	85	89	.....	28	28	.....	.239
Hunterdon	1	3	9	29	7	52	17	84	101	2	21	23	.....	.185
Mercer	1	1	2	5	3	29	6	35	41	1	26	27	.....	.397
Middlesex.....	.....	5	3	18	1	74	4	97	101	2	29	31	.....	.235
Monmouth	6	8	12	30	13	47	31	85	116	17	44	61	.....	.344
Morris.....	1	2	4	11	14	49	19	62	81	19	76	95	.....	.540
Ocean .....	.....	.....	7	16	4	20	11	36	47	8	12	20	.....	.299
Passaic.....	1	1	4	2	4	11	9	14	23	6	13	19	.....	.452
Salem.....	1	1	2	21	3	34	6	56	62	15	59	74	1	.544
Somerset	2	5	2	14	4	31	8	50	58	12	14	16	.....	.216
Sussex	1	3	4	14	20	58	25	75	100	22	73	95	.....	.487
Union	2	5	5	13	2	22	9	40	49	.....	6	6	.....	.109
Warren	4	13	6	17	15	44	25	74	99	19	68	87	.....	.467
Total.....	44	105	82	356	139	760	265	1,221	1,486	160	716	876	1	.371

TABLE XIX.

Apportionment of School Moneys for the Year Beginning September 1st, 1892.

COUNTIES.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, firing, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Atlantic.....	6,938	\$49,317 39	\$4,646 00	\$534 18	\$12,050 00	\$8,750 00	\$20,800 00	\$75,297 57
Bergen.....	12,423	61,671 35	.....	1,795 08	42,919 00	86,697 68	129,616 68	193,083 11
Burlington.....	14,676	78,333 18	.....	4,363 92	4,305 83	14,073 09	18,378 92	101,076 02
Camden.....	26,260	96,393 54	.....	1,529 71	111,804 20	46,608 65	158,412 85	256,336 10
Cape May.....	2,820	14,440 35	3,156 50	740 96	2,837 01	5,015 99	7,853 00	26,190 81
Cumberland.....	12,119	54,571 45	.....	1,766 13	16,618 75	26,529 89	43,148 64	99,486 22
Essex.....	76,638	492,476 17	.....	.....	70,232 71	273,132 29	343,365 00	835,841 17
Gloucester.....	7,722	46,818 70	.....	1,811 50	13,597 75	9,994 28	23,592 03	72,222 23
Hudson.....	111,694	435,527 16	.....	.....	110,260 57	124,205 38	234,465 95	676,547 64
Hunterdon.....	8,886	61,152 81	.....	3,297 43	1,290 00	5,472 00	6,762 00	71,212 24
Mercer.....	19,686	127,953 87	.....	454 62	2,000 00	61,401 98	63,401 98	191,810 47
Middlesex.....	15,299	81,169 03	.....	.....	16,712 90	17,700 70	34,413 60	115,582 63
Monmouth.....	18,967	128,690 65	.....	2,236 81	13,156 03	54,275 83	67,431 86	198,359 32
Morris.....	14,152	77,137 04	.....	3,597 04	21,006 00	23,859 00	44,865 00	125,599 08
Ocean.....	5,008	25,113 90	.....	1,041 67	3,790 00	5,929 00	9,719 00	35,874 57
Passaic.....	28,851	129,784 92	.....	1,168 38	13,518 06	18,970 98	32,489 04	163,442 34
Salem.....	6,867	47,016 34	.....	2,016 00	300 00	7,373 00	7,673 00	56,705 34
Somerset.....	7,228	49,348 00	.....	2,869 09	3,120 00	5,284 00	8,404 00	60,621 09
Sussex.....	5,802	34,995 59	5,400 00	2,321 34	5,805 37	3,343 63	9,149 00	51,865 93
Union.....	18,174	99,302 71	.....	.....	34,336 85	81,678 78	116,015 63	215,318 34
Warren.....	10,130	60,485 85	.....	.....	8,945 00	16,262 60	25,207 60	85,693 45
Total.....	430,340	\$2,251,700 00	\$13,202 50	\$31,525 86	\$508,606 03	\$896,558 75	\$1,405,164 78	\$3,701,593 14

TABLE XX.

Apportionment of Reserve Fund for the Year 1893-94.

COUNTIES.	Amount of tax.	Amount received from \$100,000.	Amount of surplus revenue.	Amount paid to reserve fund.	Amount received from reserve fund.	Total amount received.	Amount out.	Amount in.	Percentage out.	Percentage in.	Number of \$75 districts.	Number of \$75 districts.	Maximum census in \$75 districts.	Per capita apportionment to remaining districts.
Atlantic.....	\$43,612 82	\$1,656 13	\$534 18	\$4,361 28	\$3,361 28	14,803 13	\$1,000 00	.....	.022	.....	11	13	58	\$6 34
Bergen.....	53,866 41	3,181 47	1,795 08	5,386 64	5,386 64	58,842 96	.....	.....	.....	.....	21	1	1	84
Burlington.....	66,554 37	3,674 04	4,226 35	6,655 44	6,655 44	74,454 76	.....	.....	.....	.....	52	21	85	4 41
Camden.....	118,796 61	5,708 23	1,529 71	11,870 66	11,870 66	125,044 55	.....	.....	.....	.....	13	8	69	5 36
Cape May.....	13,576 35	742 81	749 96	1,357 64	1,357 64	15,060 12	.....	.....	.....	.....	19	7	92	3 97
Cumberland.....	46,065 44	3,111 63	1,766 13	4,600 54	3,579 54	54,862 20	.....	.....	.....	.....	23	13	93	3 90
Essex.....	453,316 61	17,815 16	.....	45,331 66	37,643 66	463,443 77	7,688 00	.....	.017	.086	2	3	56	6 42
Gloucester.....	39,894 53	1,914 51	1,811 50	3,983 45	3,983 45	43,620 54	.....	.....	.....	.....	26	12	72	5 16
Hudson.....	379,338 63	23,255 38	.....	37,933 86	37,933 86	402,594 01	.....	.....	.....	.....	.....	.....	.....	4 27
Hunterdon.....	54,928 00	2,131 18	3,297 43	5,492 80	3,992 80	58,856 61	1,500 00	.....	.027	.....	39	22	58	6 43
Mercer.....	112,329 60	4,820 32	454 62	11,232 96	11,232 96	117,604 54	.....	.....	.....	.....	16	7	62	5 96
Middlesex.....	70,735 28	3,827 28	.....	7,073 53	7,073 53	74,562 56	.....	.....	.....	.....	43	10	81	4 39
Monmouth.....	111,939 46	4,416 59	2,236 81	11,193 95	8,083 95	115,492 86	3,100 00	.....	.027	.....	20	12	58	6 37
Morris.....	66,936 63	3,428 99	3,397 01	6,693 66	6,693 66	73,962 66	.....	.....	.....	.....	48	20	77	4 79
Ocean.....	16,112 61	1,189 72	1,041 67	1,611 26	7,968 26	24,688 00	.....	6,294 00	.....	.390	27	16	91	3 90
Passaic.....	122,084 11	7,201 97	1,168 38	12,208 41	12,208 41	130,454 46	.....	.....	.....	.....	10	4	83	4 42
Salem.....	40,700 08	1,677 85	2,016 09	4,070 01	3,470 01	43,793 93	600 00	.....	.014	.....	19	11	60	6 21
Somerset.....	46,511 98	1,796 55	2,869 09	4,651 20	2,651 20	49,177 62	2,000 00	.....	.043	.....	23	15	56	6 48
Sussex.....	27,990 87	1,458 71	2,321 31	2,796 09	8,414 09	37,385 89	.....	5,615 00	.....	.200	45	45	90	3 90
Union.....	89,157 39	4,569 84	.....	8,915 74	8,915 74	93,727 23	.....	.....	.....	.....	6	.....	71	5 03
Warren.....	51,812 22	2,421 64	.....	5,181 22	5,181 22	54,233 86	.....	.....	.....	.....	51	22	79	4 70
Total.....	\$2,025,110 00	\$100,000 00	\$31,406 26	\$202,611 00	\$202,611 00	\$2,157,516 26	\$15,888 00	\$15,888 00	.....	.....	523	265	.....	.....

TABLE XXI.

Condition of School Libraries in ATLANTIC County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
ATLANTIC.										
1.....Penna. Ave. School		\$769 41		\$120 00		1,115		\$524 35	1,136	3,282
1.....Indiana Ave. School		508 87		90 00		549		196 97	561	1,326
1.....New Jersey Ave. School		145 25		90 00		183		38 52	141	842
1.....Texas Ave. School		111 30		70 00		136		67 20	137	1,042
3.....		65 00		50 00		70		25 00	60	162
4.....		20 00		20 00		37		10 00	10	20
5.....	\$20 00	100 00	\$10 00	80 00	30	180	\$5 00	40 00	180	126
8.....		84 00		60 00		280		12 00	240	500
11.....		40 00		40 00		47		10 00	20	16
12.....School No. 1		85 00		60 00		73		144 00	50	25
12.....School No. 2		32 00		30 00						
13.....		20 00		20 00		36		5 00	20	25
14.....		20 00		20 00		36		11 00	20	40
15.....	10 00	278 00	10 00	140 00	40	290		169 25	225	660
16.....	20 75	401 00	10 00	130 00	40	453		270 00	491	1,929
17.....	12 83	144 31	10 00	90 00	10	283	20 00	43 25	219	527
18.....	15 00	141 55	10 00	100 00	25	222	10 00	37 60	190	464
19.....	60 00	240 00	10 00	60 00	53	164		155 00	160	502
20.....		131 00		50 00		167		41 00	67	10
21.....		32 00		30 00		64		5 00	20	45
22.....		224 00		60 00		233		70 00	50	65
23.....		31 00		40 00		72		41 00	50	25
25.....		40 00		40 00		68		48 00	40	100
26.....		20 00		20 00		44		10 00	10	11
28.....		21 00		20 00		25		25 00	20	46
29.....		42 00		30 00		96		1 50	80	426
30.....		20 00		20 00		139			135	362
32.....		45 00		40 00		130		17 00	127	324
34.....		42 00		40 00		58		5 00	50	125
36.....		150 50		90 00		207		61 00	200	446
38.....		115 70		90 00		186		139 00	155	642
39.....		20 00		20 00		65		20 00	18	3
44.....		30 00		30 00		55		10 00	25	64
47.....	15 00	150 00	10 00	50 00	20	42		50 00	165	562
48.....Central		185 00		70 00		185		140 00	50	30
48.....Main Road		148 00		110 00		175		46 00	110	175
48.....Lake		20 00		20 00						
48.....Union Road		20 00		20 00						
48.....Middle Road		20 00		20 00						
BERGEN.										
	153 58	4,743 64	70 00	2,170 00	238	6,148	45 00	2,453 64	5,112	14,925
1.....School No. 1	50 00	40 00	50 00	40 00						
1.....School No. 2	20 00		20 00			59			59	4
2.....School No. 1	20 00	40 00	20 00	30 00						
2.....School No. 2	10 00	20 00	10 00	20 00		103		55 25	103	95
3.....		84 60		20 00		77		55 60	77	215
4.....	30 00	150 00	30 00	50 00		199		45 00	230	273
4½.....	20 00		20 00							
5.....	10 00	20 00	10 00	20 00		170		28 75	135	100

TABLE XXI.—CONTINUED.

Condition of School Libraries in BERGEN County.

DISTRICT OR SCHOOL.		Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Bergen—Con.											
6.....		\$70 00	\$170 75	\$50 00	\$170 00	70	596		\$36 00	714	330
7.....	School No. 1	50 00	164 00	50 00	60 00	30	769		121 00	165	135
7.....	School No. 2	20 00		20 00							
8.....		10 00	20 00	10 00	20 00		43			40	20
9.....		20 00		20 00							
11.....		50 00	90 00	50 00	30 00		100		40 00	100	340
12.....		50 00	343 39	50 00	100 00	113	569			634	682
13.....		20 00	75 00	20 00	60 00	50	304		25 00	220	40
15.....		20 00	223 12	20 00	130 00	28	381		38 00	415	600
16.....			55 00		30 00		29			24	
17.....		10 00	48 76	10 00	30 00		155			155	120
18.....		25 00	40 00	20 00	30 00		95	\$55 00		95	94
19.....		10 00	51 00	10 00	50 00		78		16 20	78	91
20.....			30 00		30 00				40 00		
21.....		10 00	50 00	10 00	40 00		236			129	88
21 ¹		10 00	71 62	10 00	70 00	31	144		122 87	175	625
22.....		10 00	45 00	10 00	40 00		87		12 50	87	150
23.....			46 75		40 00		8		23 46	8	
25.....		10 00	96 50	10 00	60 00	9	116		48 50	125	300
26.....		10 00	20 00	10 00	20 00				40 00		
27.....		10 00	104 98	10 00	70 00		200		79 17	191	270
28.....		10 00	20 00	10 00	20 00						
29.....		53 75	20 00	50 00	20 00	118	10		35 00	133	42
30.....		50 00	72 00	50 00	60 00		172			152	174
31.....		30 00	197 08	30 00	100 00		15		291 81	15	
32.....		40 00	148 05	40 00	50 00		144		188 85	100	
33.....		20 00	118 73	20 00	60 00	22	257		10 00	279	1,200
33 ¹		50 00	20 00	50 00	20 00	35	4	5 57	31 50	39	
34.....		20 00		20 00		57				57	
35.....		45 00		20 00		94				94	176
35 ¹		50 00	33 98	50 00	30 00		98		15 00	99	30
36.....		50 00	208 57	50 00	80 00	34	415		102 70	277	251
37.....		30 00	212 76	30 00	190 00	43	191		246 30	261	1,286
39.....	School No. 1	10 00	282 55	10 00	90 00		84		57 00	76	252
39.....	School No. 2		48 00		40 00				28 00		
40.....	School No. 1	50 00	374 21	50 00	120 00		1,267		279 71	950	928
40 ¹			144 39		40 00		19		143 89	19	
41.....		30 00	52 60	30 00	50 00		107			84	710
42.....		55 00	94 00	20 00	90 00		256	75 00	40 00	256	1,500
42 ¹		10 00	30 00	10 00	30 00		50		30 00	128	342
44.....		20 00	40 05	20 00	30 00		82		2 00	87	265
45.....		10 00	129 00	10 00	130 00		271			271	344
46.....		20 00		20 00							
48.....		20 00				64				64	
49.....		20 00		20 00							
50.....		10 00	20 00	10 00	20 00		62		15 00	54	20
51.....		10 00		20 00							
52.....		10 00	25 00		20 00		43		23 15	43	
53.....		20 00		20 00							
54.....		20 00		20 00							
55.....		40 00	54 75	40 00	50 00		220			220	73

TABLE XXI.—CONTINUED.

Condition of School Libraries in BURLINGTON County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Bergen—Con.										
56.....	\$50 00	\$52 00	\$50 00	\$40 00	44	62	\$2 00	\$93 00	106	106
57.....		105 50		60 00		186		7 00	180	128
58.....	10 00	28 50	10 00	20 00		6		30 00	9	9
59.....	11 55	22 35	10 00	20 00	27	35	11 14		62	255
60.....		20 00		20 00		50			50	21
61.....	50 00	92 00	50 00	50 00	95	265		5 00	360	914
62.....		89 86		80 00		215		42 60	215	365
63.....	40 00	20 00	40 00	20 00		15		18 00	15	64
64.....	20 00		20 00							
65.....	20 00		20 00							
66.....	20 00		20 00							
67..... School No. 1	20 00		20 00							
68.....	20 00		20 00							
69.....	20 00		20 00							
BURLINGTON.	1,670 30	4,876 95	1,580 00	2,910 00	965	9,016	149 93	2,560 59	8,714	13,531
3.....		20 00		20 00		45			38	
5.....		100 35		40 00		26		99 35	15	
6.....		20 00		20 00						
8.....		20 00		20 00						
9.....		40 00		30 00		13		55 00	17	
11.....		55 00		50 00		157		20 35	152	16
12.....		65 57		60 00		115		23 20	100	110
13.....		42 30		30 00		63		1 25	52	30
14.....		20 00		20 00		1		40 00	5	
15.....		120 00		80 00		33		120 00	33	
16.....		20 00		20 00						
19.....		20 47		20 00		1		14 75	1	
22.....		65 00		40 00		12		65 00	12	
24.....	10 00	50 00	10 00	50 00		225		95 00	220	54
25.....		50 00		50 00		158		72 00	85	113
29..... Moorestown School	10 00	360 80	10 00	70 00	61	159		181 00	112	171
29..... Stanwick School	20 00		20 00							
30.....		30 00		20 00		2		25 00	2	
31.....		55 00		40 00		19		50 00	20	
32.....		57 16		30 00		48		90 15	54	25
35.....		40 00		40 00		150		85 00	44	
40.....		20 00		20 00		4		40 00	5	
41.....	10 00	68 55	10 00	60 00		325		30 00	4	
42.....		41 00		30 00				40 00	14	
43.....		55 90		30 00		52		50 00	50	
44.....		20 61		20 00		2		22 61	7	
45.....		100 00		100 00		176		43 50	175	
48.....		30 00		20 00				50 00		
49.....		20 00		20 00		70		40 00	70	
50.....		130 00		60 00		97		40 00	97	
52.....		77 82		60 00		3		115 32	3	
53.....		35 00		30 00		9		65 00	9	
54.....		20 00		20 00				40 00		

TABLE XXI.—CONTINUED.

Condition of School Libraries in CAMDEN County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Burlington—Con.										
55.....		\$30 00		\$30 00				\$40 00		
58.....		30 00		30 00				60 00		
60.....		20 00		20 00				39 70		
63.....		50 00		50 00		125		32 00	125	
67.....		70 00		70 00		58		20 00	32	
69.....		49 01		30 00		328		45 00	100	40
71.....		20 00		20 00				40 00		
73..... School No. 1		30 00		30 00						
73..... School No. 2		20 00		20 00		70		105 00	70	
76.....		20 00		20 00				40 00		
79.....		20 00		20 00				40 00		
80.....		20 00		20 00				40 00		
81.....		20 00		20 00				40 00		
82.....		60 00		50 00		5		40 00	5	
87.....		86 00		50 00		200		152 00	200	300
90.....		20 00		20 00				40 00		
95.....		60 00		60 00		100			80	
106.....		30 00		20 00				34 20		
CAMDEN.	\$50 00	2,525 47	\$50 00	1,810 00	91	2,820		2,281 38	2,008	1,859
1..... Cooper School		1,050 00		30 00						
1..... Genge School		50 00		50 00						
1..... Northeast		30 00		30 00						
1..... Linden		20 00		20 00						
1..... E. A. Stevens		30 00		30 00						
1..... Broadway		30 00		30 00						
1..... Central		30 00		30 00						
1..... R. Felters		30 00		30 00						
1..... Kaighn		30 00		30 00						
1..... J. S. Mulford		30 00		30 00						
1..... Liberty		30 00		30 00						
1..... J. W. Mickle		30 00		30 00						
1..... C. K. Evered		30 00		30 00						
1..... Mount Vernon		30 00		30 00						
1..... Ferry Ave.		30 00		30 00						
3..... Union		20 00		20 00						
3..... Sordentown		78 00		30 00		72		86 00	72	21
3..... Pensauken		439 63		30 00				391 00		
3..... Delair		21 14		20 00		24		41 14	24	
4..... Rosendale No. 1		61 50		20 00		4		68 00	4	
4..... Rosendale No. 2		20 00		20 00						
4..... A. Lincoln		20 00		20 00				68 00	4	
5..... No. 1				20 00		18			17	
5..... No. 2				20 00		18		38 00	18	
6.....		40 00		40 00		79		50 00	79	150
7.....		60 79		50 00		120		109 00	118	199
8.....		70 00		50 00		43		45 00	43	
10.....		30 00		30 00						
11.....		30 00		30 00						

TABLE XXI.—CONTINUED.

Condition of School Libraries in CAPE MAY County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Camden—Con.										
12.....		\$40 00		\$40 00		200			50	
13.....		76 24		50 00		138		\$5 41	138	
15.....Greenland		30 00		30 00		135			141	
15.....Snow Hill		20 00		20 00						
16.....		148 00		60 00		140		33 00	140	
17.....		30 00		20 00		100		41 00	12	
18.....		60 00		60 00		83		40 00	83	300
19.....		50 00		50 00						
20.....		30 00		30 00		6		4 60	6	
21.....		140 00		140 00		170		126 07	170	300
24.....		70 00		20 00		11		125 19	11	
26.....		110 00		100 00		241		41 50	208	309
27.....				50 00						
28.....		31 00		30 00		57		78 00	58	10
30.....		90 00		80 00		247			247	470
31.....		40 00		30 00		44			50	150
32.....	\$20 00		\$20 00			62		44 50	62	
34.....		20 00		20 00						
37.....		30 00		30 00		88			85	
38.....		30 00		30 00		120		30 00	120	
39.....		50 00		50 00		130		1 00	130	85
40.....		30 00		30 00		63			63	63
41.....		40 00		40 00		23		42 50	20	
42.....		20 00		20 00						
44.....		40 00		40 00						
46.....	20 00		20 00		83				83	83
CAPE MAY.										
	40 00	3,596 30	40 00	1,940 00	83	5,032		1,508 90	4,752	4,440
1.....		40 00		40 00		74			74	304
2.....		20 00		20 00		54			54	
3.....		20 00		20 00		2		5 00	2	
4.....		80 00		80 00		35		25 00	35	
5.....		50 00		50 00		54		25 00	54	
11.....		40 00		20 00		5			5	
12.....		40 00		40 00		60		10 00	56	137
13.....	10 00	20 00	10 00	20 00		36			36	
14.....		30 00		30 00		14			14	
16.....		60 00		60 00		55		1 40	55	
17.....		20 00		20 00						
18.....		30 00		30 00						
19.....		50 00		50 00		20			20	
20.....		40 00		40 00						
21.....		20 00		20 00						
22.....		20 00		20 00						
23.....	20 00		20 00							
24.....		30 00		30 00		25			25	
25.....		30 00		30 00						
26.....		80 00		80 00		107			100	
27.....		100 00		50 00		143		50 00	140	102

TABLE XXI.—CONTINUED.

Condition of School Libraries in CUMBERLAND County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Cape May—Con.										
28.....		\$60 00		\$60 00		121			80	
29.....	\$10 00	40 00	\$10 00	40 00						
31.....		20 00		20 00						
CUMBERLAND.	40 00	940 00	40 00	870 00		715	\$116 40		750	543
3.....		20 00		20 00						
6.....		20 00		20 00						
7.....	10 00	20 00	10 00	20 00	27	54			81	158
12.....	10 00	42 00	10 00	40 00		77			80	
13.....		62 05		60 00		124	30 75		112	288
14.....		20 00		20 00						
15.....		40 00		40 00		39			39	10
16.....		50 00		50 00						
17.....	18 00	33 00	10 00	30 00	80	62			145	130
18.....		57 00		30 00		270	65 00		270	757
19.....		30 00		30 00						
21.....		20 00		20 00						
22.....	17 00	152 00	10 00	30 00	40	141	91 00		185	838
23.....		20 00		20 00		23	15 00		22	
24.....		20 00		20 00						
25.....		20 00		20 00						
27.....		20 00		20 00						
28.....		30 00		30 00		28			28	
29.....		20 00		20 00						
31.....		60 00		60 00						
32.....		30 00		30 00			17 00			
33.....		21 50		20 00		11			11	
34.....		20 00		20 00						
35.....		30 00		30 00		19	13 00		19	
37.....		20 00		20 00		100			100	10
39.....	10 00	50 00	10 00	50 00	37	52	\$8 00		100	521
41.....		40 00		40 00		50			50	
41.....		30 00		30 00						
43.....		80 00		80 00		105	15 00		82	91
44.....		70 00		70 00						
44.....		80 00		80 00						
44.....		60 00		60 00						
44.....		60 00		60 00						
44.....		80 00		80 00						
44.....		80 00		80 00						
44.....		80 00		80 00						
46.....		30 00		30 00						
48.....		40 00		40 00						
49.....		50 00		50 00						
50.....		30 00		30 00						
51.....		70 00		70 00		85	20 00		81	40
52.....		20 00		20 00		30			30	
53.....		20 00		20 00						
54.....		20 00		20 00						
58.....		20 00		20 00		65	4 50		65	55

TABLE XXI.—CONTINUED.

Condition of School Libraries in ESSEX County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for appa- ratus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Cumberland—Con.										
59.....		\$20 00		\$20 00						
60.....		40 00		40 00						
61..... Bank Street		20 00		20 00						
61..... Second Ward		20 00		20 00						
61..... Giles Street		30 00		30 00						
62..... Culver Street	\$10 00	30 00	\$10 00	30 00						
62..... Furnace	10 00	30 00	10 00	30 00						
62..... Western	10 00	30 00	10 00	30 00						
62..... Eastern	10 00	30 00	10 00	30 00						
62..... Northeastern	10 00	20 00	10 00	20 00						
62..... South Millville	10 00	20 00	10 00	20 00						
62..... New Furnace	10 00	30 00	10 00	30 00						
ESSEX.	135 00	2,167 05	120 00	2,030 00	184	1,335	\$8 00	\$271 25	1,500	2,898
3.....		30 00		30 00		250			3,000	500
4..... Franklin East	10 29	300 00	10 00	140 00	69					
4..... Franklin West	10 00	40 00	10 00	40 00		402	20 00	209 00	442	300
4..... Franklin Centre	10 00	30 00	10 00	30 00						
6.....		70 00		70 00		190			190	350
7..... Central	12 72	838 79	10 00	150 00	73					
7..... Berkeley	10 00	115 00	10 00	110 00		1,152	113 42		1,225	1,159
7..... Brookside	10 00	110 00	10 00	110 00						
7..... Centre Primary	10 00	75 00	10 00	70 00						
8..... High School	60 00	929 00	10 00	140 00	40	548			586	700
8..... Primary	25 00	250 91	10 00	90 00	20	220			240	273
8..... Cedar Street	25 00		20 00		28				28	45
10.....	10 00	60 00	10 00	60 00						
11.....		100 00		100 00						
12.....	10 00	20 00	10 00	20 00						
13.....		70 00		70 00						
14.....		50 00		50 00					253	125
15.....	10 00	20 00	10 00	20 00						
16.....		20 00		20 00		60			60	55
19.....		60 00		60 00		164			164	225
20.....		150 00		150 00						
21.....		50 00		50 00						
22.....		70 00		70 00						
23.....		30 00		30 00						
24.....		30 00		30 00		40			40	75
26.....		150 00		90 00		567		6 00	567	1,197
27.....		130 00		130 00		289			289	250
28.....	21 50	70 00	10 00	70 00	30	225			255	R. Bks.
29.....	27 00		20 00		24				36	
30.....		60 00		60 00		80			80	45
31.....		20 00		20 00						
33.....		30 00		30 00		80			80	48
34.....	10 00	20 00	10 00	20 00		49			52	51
39..... St. Marks		90 00		90 00	695					
39..... Valley		30 00		30 00						683

TABLE XXI.—CONTINUED.

Condition of School Libraries in GLOUCESTER County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for appa- tus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Essex—Con.										
40.....		\$40 00		\$40 00						
41.....		60 00		60 00						
42.....	\$10 00	66 00	\$10 00	50 00		226			226	192
43..... Normal		60 00		20 00	50	451			501	
43..... High		100 00		100 00	137	2,018			2,155	
43..... Burnet Street	10 00	70 00	10 00	70 00		630			630	
43..... Washington Street		30 00		30 00		502			502	
43..... Marshall Street		30 00		30 00		21			21	
43..... Lawrence Street	10 00	60 00	10 00	60 00		326			326	
43..... Commerce Street		60 00		60 00		50			50	
43..... Lafayette Street		40 00		40 00		376			366	
43..... Newton Street	10 00	50 00	10 00	50 00	22	455			477	
43..... South Tenth Street		30 00		30 00		68			68	
43..... Camden Street	10 00	50 00	10 00	50 00		406			406	
43..... Wickliffe Street		40 00		40 00		116			122	
43..... Summer Ave.		50 00		50 00		663			663	
43..... Webster Street	10 00	110 00	10 00	110 00		452			470	
43..... Franklin Street	20 00		20 00							
43..... Chestnut Street		60 00		60 00		429			429	
43..... Oliver Street		90 00		90 00		910			910	
43..... South Street		40 00		40 00		148			148	
43..... Walnut Street	10 00	80 00	10 00	80 00		325			325	
43..... Houston Street		30 00		30 00		42			42	
43..... South Eighth Street	10 00	70 00	10 00	70 00		265			294	
43..... Roseville Ave.		20 00		20 00		6			7	
43..... South Market Street		20 00		20 00		222			219	
43..... Hamburg Place	10 00	50 00	10 00	50 00		237			222	
43..... Morton Street		70 00		70 00		951			812	
43..... Eighteenth Ave.	10 00	100 00	10 00	100 00	52	465			397	
43..... Monmouth Street		20 00		20 00		50			50	
43..... Miller Street		70 00		70 00		361			252	
43..... Central Ave.	10 00	120 00	10 00	120 00		434			434	
44..... High	10 56	240 00	10 00	130 00	32	453	140 00	\$167 50	485	
44..... Lincoln Ave.		120 00		120 00						
44..... Park Ave.	10 30	102 87	10 00	100 00	43	370			413	1,605
44..... Valley		70 00		70 00		121			121	562
44..... No. 5	10 00	30 00	10 00	30 00						
45..... High	20 00		20 00		546				584	524
45..... Eastern	10 00	50 00	10 00	30 00	19	76	100 00		95	194
45..... Ashland	10 00	400 00	10 00	40 00	35	450	100 00		217	1,000
45..... Franklin	10 00	80 00	10 00	80 00	28	58	50 00		86	240
45..... Elmwood	20 00		20 00		111				110	520
	502 37	6,997 57	410 00	4,580 00	1,349	17,542	273 42	632 50	21,222	10,918
GLOUCESTER.										
1..... No. 1	10 00	301 23	10 00	150 00	44	746	40 50	659 13	790	4,000
1..... No. 2	10 00	125 00	10 00	120 00						
1..... No. 3	10 00	100 00	10 00	90 00						
1..... No. 4	10 00	80 00	10 00	80 00						
1..... No. 5	10 00	80 00	10 00	80 00						
1..... No. 6	10 00	50 00	10 00	40 00						

TABLE XXI.—CONTINUED.

Condition of School Libraries in HUDSON County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Gloucester—Con.										
3.....		\$30 00		\$30 00		20		\$40 00	20	3
5.....	\$10 00	20 00	\$10 00	20 00	1	6				
7.....		50 00		50 00		40		60 00	30	
8.....		30 00		30 00		35			35	23
9.....		120 00		20 00				40 00		
11.....		120 00		20 00				40 00		
14.....		120 00		20 00		30		30 00	30	
15.....		20 00		20 00				10 00		
16.....		100 00		90 00		300		100 00	300	4
17.....		80 00		80 00		125		50 00	91	
19.....		50 00		50 00				100 00		
21.....		30 00		30 00		86		50 00	92	80
22.....		20 00		20 00				40 00		
24.....	10 00	20 00	10 00	20 00	18	24			46	110
25.....		30 00		30 00				60 00		
27.....		119 45		80 00		131		75 40	131	153
28.....		40 00		40 00		48		65 00	48	40
29.....		20 00		20 00				40 00		
31..... Bantentown		20 00		20 00						
31..... Swedesboro	10 00	225 00	10 00	80 00		50		108 00	30	
32.....		20 00		20 00		29			29	3
33.....		20 00		20 00						
35.....		20 00		20 00				40 00		
41.....		30 00		30 00		150		2 00	75	200
42.....		20 00		20 00		10			12	1
43..... No. 1	10 00	50 00	10 00	80 00	17	125			130	309
43..... No. 2	15 00	30 00	10 00	30 00	10	35			45	280
45.....		50 00		50 00		140			140	379
51.....		20 00		20 00				40 00		
52.....		40 00		40 00				80 00		
54.....		100 00		80 00		100		50 00	74	3
57.....		60 00		60 00		50		65 00	45	
58.....		50 00		40 00		100		16 00	100	93
59.....		20 00		20 00				40 00		
60.....		20 00		20 00						
61.....		60 00		60 00		250			230	
64.....		55 75		20 00		3		65 75	3	
66.....	10 00	29 00		20 00				40 00		
HUDSON.	123 00	2,525 43	120 00	1,980 00	90	2,633	\$40 50	2,006 28	2,533	5,691
1.....		179 40		20 00		306		35 00	268	156
2..... Secaucus		20 00		20 00						
3..... No. 1		30 00		30 00						
6.....	26 06	1,414 08	10 00	60 00	24	981		404 15	1,005	4,941
7.....		30 00		30 00		330			193	840
8.....	10 00	155 00	10 00	40 00		381		35 80	336	261
10.....		43 49		40 00		126			94	50
11..... No. 1		777 52		30 00		994		200 00	994	2,480
12..... No. 1		110 00		110 00						

TABLE XXI.—CONTINUED.

Condition of School Libraries in HUNTERDON County.

DISTRICT OR SCHOOL.		Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for appa- ratus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Hudson—Con.											
12.....	No. 2.....		\$110 00		\$110 00						
12.....	No. 3.....		110 00		110 00						
12.....	No. 4.....		110 00		110 00						
12.....	No. 5.....		20 00		20 00						
13.....	High.....		70 00		70 00						
13.....	No. 1.....		40 00		40 00						
13.....	No. 2.....	\$10 00	30 00	\$10 00	30 00						
13.....	No. 3.....		40 00		40 00						
13.....	No. 4.....	10 00	40 00	10 00	40 00						
13.....	No. 6.....		40 00		40 00						
13.....	No. 7.....		130 00		130 00						
13.....	No. 8.....	10 00	70 00	10 00	70 00	408	6,340	159 32	2,524 37	7,206	10,761
13.....	No. 10.....	10 00	90 00	10 00	90 00						
13.....	No. 11.....	10 00	80 00	10 00	80 00						
13.....	No. 12.....	10 00	90 00	10 00	90 00						
13.....	No. 13.....		30 00		30 00						
13.....	No. 14.....	10 00	110 00	10 00	110 00						
13.....	No. 20.....	10 00	70 00	10 00	70 00						
13.....	No. 21.....		90 00		90 00						
13.....	No. 22.....	20 00	20 00	20 00	20 00						
15.....	No. 1.....		50 00		50 00	32	288		278 55	348	680
15.....	No. 2.....		40 00		40 00						
15.....	No. 3.....	10 00	40 00	10 00	40 00						
15.....	No. 4.....		40 00		40 00						
15.....	No. 5.....		60 00		60 00						
15.....	No. 6.....		20 00		20 00						
16.....			20 00		20 00						
17.....	No. 1.....		235 00		40 00	42		15 00	42	30	
17.....	No. 3.....		20 00		20 00						
		146 06	4,854 09	130 00	1,980 00	464	10,181	159 32	3,717 87	10,830	20,149
HUNTERDON.											
3.....			44 00		40 00		31		31 00		
4.....			70 35		70 00		99		43 00	97	50
5.....			20 00		20 00		21		21 00		
6.....			20 00		20 00		12		2 25	12	
8.....			33 00		30 00		30		50 00	30	50
9.....			65 00		60 00		76		90 00	26	
11.....			105 00		70 00		54		45 00	49	
12.....			64 17		50 00		20		61 50	20	
13.....			94 87		80 00		131			140	87
14.....			20 00		20 00		20		40 00	5	
15.....			51 00		30 00		137			137	100
16.....			40 00		20 00		43		15 00	41	10
19.....		10 00	20 00	10 00	20 00	10	43			43	25
24.....			30 00		30 00		88		20 00	88	
25.....			33 00		30 00		165		20 00	175	100
26.....			73 00		40 00		36		55 00	12	5
28.....			30 00		30 00				40 00	15	
29.....			51 00		40 00		40		35 00	25	20

TABLE XXI.—CONTINUED.

Condition of School Libraries in HUNTERDON County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Hunterdon—Con.										
30.....		\$45 00		\$40 00		38		\$35 00	113	233
31.....		21 35		20 00		60		25 00	60	40
32..... No. 1	\$10 00	74 38	\$10 00	30 00		3		114 38	3	
32..... No. 2		84 38		30 00		74		78 38	70	30
35.....		20 00		20 00		23		20 00	7	
40.....		51 00		20 00		60		25 00	66	4
43.....		51 00		50 00		25		55 00	25	
45.....		20 00		20 00		41			12	
47.....		33 40		30 00		75		40 00	75	88
48.....		20 00		20 00		10		40 00	10	
49.....		51 80		30 00		111			111	
50.....	10 00	20 00	10 00	20 00	40	47	\$17 00		87	326
53.....		59 54		50 00		128		82 50	130	
54.....		30 00		30 00						
56.....	10 00	38 15	10 00	30 00	29	51		5 00	80	50
61.....	50 00	70 00	50 00	70 00		8		71 50	11	
62.....		76 10		60 00		70		46 50	70	73
64.....		20 00		20 00		40		15 00	40	
65½.....		25 00		20 00				45 00		
67.....	12 80	445 00	10 00	130 00	25	475	9 00	38 00	500	500
68.....		30 64		30 00		1		31 64	1	
70.....		30 00		30 00		87		21 50	85	34
71.....		36 20		40 00				91 20		
72.....		20 00		20 00		11		23 55	11	
74.....	10 00	71 40	10 00	40 00		2		47 50	2	
75.....	10 00	30 00	10 00	30 00		40			2	
76.....		52 65		40 00		102		4 50	105	75
77.....		26 20		20 00		46		6 00	46	
78.....		65 00		50 00		62		50 00	32	
81.....		70 00		50 00		120			120	60
83.....		44 55		30 00		1		74 55	1	
84.....		30 00		30 00				40 00		
85.....		60 00		60 00		110		35 00	100	
86.....		30 00		30 00		55			50	
87.....	10 00	138 90	10 00	100 00		201		60 00	50	
88.....		30 00		30 00		60		25 00	60	40
90.....		20 00		20 00		18		35 00	15	
92.....		23 00		20 00	3	51			60	
93.....		20 00		20 00				40 00		
94.....		41 00		40 00		47		61 00	43	
95.....		20 15		20 00		89		15 00	89	60
96.....		20 00		20 00		3		16 00	3	
98.....	10 00	130 00	10 00	50 00	30	31	14 00	176 00	61	40
100.....	20 00		20 00							
103.....		30 00		30 00				37 50		
104.....		30 00		30 00		58		15 00	58	12
105.....		123 15		40 00		59		85 75	59	24
107.....		25 55		20 00		65		6 00	68	20
108..... School No. 1	15 40	256 70	10 00	50 00	44	204			374	15
109.....		22 05		20 00	2	67			69	
	176 20	3,362 23	160 00	2,450 00	183	3,975	40 00	2,257 70	3,925	2,201

TABLE XXI.—CONTINUED.

Condition of School Libraries in MIDDLESEX County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
MERCER.										
1.....		\$20 00		\$20 00						
3.....		50 00		50 00						
5.....		20 00		20 00						
6.....		40 00		40 00						
7.....		20 00		20 00						
10.....		30 00		30 00						
11.....	\$10 00	40 00	\$10 00	40 00						
13.....		30 00		30 00						
14.....		20 00		20 00						
15.....	10 00	20 00	10 00	20 00						
18.....		20 00		20 00						
19..... High		50 00		50 00						
19..... Jos. Wood	10 00	20 00	10 00	20 00						
19..... Centre Street		20 00		20 00						
19..... Girard Ave.	20 00		20 00							
19..... Market Street		20 00		20 00						
19..... Washington	20 00		20 00							
20.....		20 00		20 00						
29.....		80 00		80 00						
30.....		50 00		50 00						
31.....		20 00		20 00						
32.....		20 00		20 00						
36.....		20 00		20 00						
37.....		20 00		20 00						
39..... No. 1		50 00		50 00						
39..... No. 2		30 00		30 00						
40.....		40 00		40 00						
41.....		20 00		20 00						
42.....		20 00		20 00						
43.....	20 00		20 00							
44.....		40 00		40 00						
45.....		30 00		30 00						
49.....		20 00		20 00						
52.....	10 00	90 00	10 00	90 00						
53.....		20 00		20 00						
MIDDLESEX.										
	100 00	1,010 00	100 00	1,010 00						
1.....		20 00		20 00				\$40 00		
2.....	33 00	40 00	10 00	40 00	4	34	\$10 00	40 00	36	28
3.....		40 00		40 00				60 00		
4.....		30 00		30 00				35 00		
5.....		20 00		20 00				25 00		
6.....	20 00		20 00							
7.....		30 00		30 00				15 00		
8.....		40 00		40 00						
9.....		20 00		20 00				40 00		
10.....	10 00	20 00	10 00	20 00				40 00		
11.....		20 00		20 00				40 00		
12.....		30 00		30 00				60 00		

TABLE XXI.—CONTINUED.

Condition of School Libraries in MIDDLESEX County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Middlesex—Con.										
13.....		\$30 00		\$30 00		40	\$25 00		40	20
14.....		20 00		20 00			40 00			
15.....	\$20 00	90 00	\$10 00	90 00	40	170	25 00		200	
16.....		20 00		20 00		4	20 00		4	
17.....		40 00		40 00		26			26	
19.....		20 00		20 00			40 00			
20.....		40 00		40 00		30	50 00		30	
22.....	30 00	20 00	30 00	20 00	110	115	28 00		218	35
23.....		50 00		50 00			100 00			
24.....		205 00		50 00		198			198	
28.....	20 00		20 00		76				80	20
31.....	10 00	40 00	10 00	40 00		125	20 00		55	
36.....		75 00		40 00		15	82 00		18	
37.....		72 00		60 00		111	26 00		101	205
38.....	10 00	100 00	10 00	100 00	30	183	\$1 00	8 00	213	350
39.....	10 00	120 00	10 00	120 00		720	20 00	174 00	598	1,235
40.....	20 00		20 00							
41.....	20 00		20 00		32				32	16
42.....	20 00	58 00	10 00	30 00	14	64	15 00	92 00	100	180
45.....		20 00		20 00			40 00			
47.....		30 00		30 00	30		35 00		20	
49.....		20 00		20 00			40 00			
53.....		50 00		50 00		26	9 35		26	
54.....	10 00	20 00	10 00	20 00		16	10 00	40 00	19	
55.....		50 00		50 00		8		8 50	8	
56.....		40 00		40 00				60 00		
57.....	10 00	30 00	10 00	30 00				60 00		
58.....		36 00		30 00		43		10 00	47	
59.....		20 00		20 00				40 00		
60.....		20 00		20 00				40 00		
61.....		50 47		40 00		82		25 00	82	
62.....		80 00		50 00		100			96	96
63.....		30 00		30 00		47		20 00	47	
64.....		40 00		40 00				80 00		
65.....		70 00		60 00		177		25 00	166	
66.....		30 00		30 00		75			15	
68.....		20 00		20 00		50			100	
69.....		30 00		30 00				20 00		
70.....		40 00		30 00		70			70	
72.....	No. 1	70 00		70 00						
73.....	Livingston Ave.	10 00	130 00	10 00	130 00					
73.....	Bayard Street	10 00	150 00	10 00	150 00					
73.....	Carman Street	10 00	120 00	10 00	120 00					
73.....	Guldin Street	10 00	120 00	10 00	120 00					
73.....	Hale Street	10 00	90 00	10 00	90 00					
73.....	French Street	10 00	120 00	10 00	120 00					
74.....		10 00	70 00	10 00	20 00			90 00		
75.....			78 15		30 00			56 10		
76.....			80 00		60 00	248		105 00	258	284
77.....			30 00		30 00			25 00		
78.....			30 00		20 00			40 00		
	303 00	2,944 62	270 00	2,700 00	336	2,780	56 00	1,993 85	2,903	2,469

TABLE XXI.—CONTINUED.

Condition of School Libraries in MONMOUTH County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
MONMOUTH.										
1.....		\$31 51		\$30 00	93				80	60
2.....		30 00		20 00	39				20	20
3.....		111 60		60 00	242				150	215
4.....		20 00		20 00	60				80	60
6.....		20 00		20 00	30				*	
7.....		160 00		60 00	50		\$175 00		58	R. Bks.
7..... No. 1		40 00		40 00	40		46 00		7	R. Bks.
9.....		20 00		20 00	41				30	20
14.....		30 00		30 00	16		20 00		12	R. Bks.
15.....		50 00		20 00	40				60	40
16.....		60 00		30 00	40	\$15 00	60 00		40	60
22.....		20 00		20 00	45				19	30
25.....		50 00		50 00	4	36 00			10	R. Bks.
27.....		20 00		20 00	45				*	
30.....		40 00		20 00	70				*	
33.....		65 59		40 00	45	108			40	30
34.....		30 00		30 00	6				30	
38.....		102 50		90 00	16	208			178	100
39.....		30 00		30 00		120			120	50
40.....		20 00		20 00		75			186	110
42.....		80 00		70 00		130		45 50	130	50
46.....		26 27		30 00	30		38 00		60	40
47.....		65 00		60 00		176			112	150
48.....	\$10 00	90 00	\$10 00	60 00		230	20 00	100 00	229	450
49.....	40 70	772 00	10 00	120 00	80	770	8 50	17 00	850	2,043
51.....	10 00	50 00	10 00	50 00	38	172			210	675
53.....		48 00		30 00		58			70	65
54.....		23 00		20 00		50			*	
56.....		56 00		20 00		75				
58.....		60 00		60 00		175		6 00	240	30
59.....		135 00		100 00		400		31 00	420	300
60.....	19 85	50 95	10 00	30 00	36	122			158	567
62.....		30 00		30 00	†200	75			280	170
63.....	12 65	22 74	10 00	20 00	27	65			92	169
64.....		66 00		50 00		184			163	115
65.....		20 00		20 09		60			40	30
67.....		64 95		60 00		232			190	80
68.....		20 00		20 00		28		3 00	25	20
69.....		40 00		40 00		48			30	20
70.....		20 00		20 00		40			30	
71.....		20 00		20 00		90			92	100
72.....		30 00		40 00		179			179	164
73.....		50 00		50 00		78			75	60
74.....	10 00	47 56	10 00	20 00	70		62 61		80	157
75..... No. 1	17 00	440 00	10 00	120 00	40	710	235	180 00	680	1,500
75..... No. 2	10 00	60 00	10 00	60 00	25	40	35 00	20 00	20	R. Bks.
76.....		20 00		20 00						
77.....		20 50		20 00				40 00		
78.....		60 00		60 00		65		20 00	65	25
83.....		50 00		50 00		92			100	100
85..... High School	10 00	180 00	10 00	70 00		16			80	R. Bks.

* Library lost. † By gift.

TABLE XXI.—CONTINUED.

Condition of School Libraries in MORRIS County.

DISTRICT OR SCHOOL.		Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for appa- ratus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Monmouth—Con.											
85.....	No. 1	\$10 00	\$65 00	\$10 00	\$60 00	75	220	\$235 00	295	R. Bks.	30
85.....	No. 2	10 00	80 00	10 00	50 00						
85.....	No. 3	10 00	60 00	10 00	50 00						
85.....	No. 4	10 00	60 00	10 00	50 00						
85.....	No. 5	10 00	40 00	10 00	30 00						
85.....	No. 6		30 00		30 00						
85.....	No. 7	20 00		20 00							
87.....			40 00		30 00		52	6 50		35	30
90½.....	No. 1	63 50	296 12	10 00	30 00	36	492	\$15 00	40 00	528	4,500
90½.....	No. 2	10 00	30 00	10 00	30 00			3 00	40 00		
90½.....	No. 3	10 00	30 00	10 00	30 00			3 00	40 00		
90½.....	No. 4	20 00		20 00				45 00			
92.....		40 00	30 00	40 00	30 00						
93.....			20 00		20 00	54				*	
94½.....			61 75		30 00		16				R. Bks.
95.....		10 00	20 25	10 00	20 00			40 25			
101.....			20 00		20 00	54					
102.....			133 00		80 00	287				270	120
104.....		10 00	21 83	10 00	20 00						
106.....			30 00		30 00	66				*	
MORRIS.		372 50	4,697 82	270 00	2,740 00	776	6,921	298 46	1,215 25	6,948	12,525
1.....	School No. 1	10 00	70 00	10 00	70 00			40 48		189	\$40
1.....	School No. 2		60 00		20 00						
2.....			30 00		30 00						
4.....			20 00		20 00						
6.....			20 00		20 00						
9.....			20 00		20 00						
10.....			40 00		40 00	133				133	84
11.....			30 00		30 00	88				88	28
12.....			20 00		20 00	15				15	
13.....		23 00	50 00	20 00	50 00	22	55			80	150
14.....			20 00		20 00						
16.....			20 00		20 00						
19.....			20 00		20 00						
20.....			90 00		90 00					165	200
29.....			117 81		50 00	104		\$13 00		72	150
31.....			51 20		40 00	70		81 20		69	
32.....			50 00		50 00	125		7 50		77	38
33.....			20 00		20 00	23				25	15
33½.....			40 68		40 00					102	
36.....			30 00		30 00					63	20
37.....			75 00		30 00	112				112	60
42.....			20 00		20 00	49		5 00		49	
43.....			20 00		20 00						
44.....		10 00	95 00	10 00	80 00	1	153	20 00	4 00	160	101
45.....			60 00		60 00	120				104	
47.....			20 00		20 00						
48.....			70 00		70 00		166			166	177

* Library lost.

TABLE XXI.—CONTINUED.

Condition of School Libraries in MORRIS County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Morris—Con.										
50.....		\$20 00		\$20 00					44	269
52.....		80 00		80 00		174			132	
53.....		20 00		20 00						
54.....		60 00		60 00		91			86	
55.....		20 00		20 00						
56.....		23 00		20 00		67			67	21
58.....		40 00		40 00		154			154	150
59.....		80 00		80 00		192			160	
60.....		20 00		20 00						
62.....		20 00		20 00						
63.....		102 61		60 00		131			126	
64.....		40 00		30 00		177	\$15 00		157	60
65.....		30 00		30 00		91			30	
66.....		50 00		50 00		130			64	
67.....	No. 1	60 00		60 00						
67.....	No. 2	30 00		30 00						
68.....		60 00		50 00		163	7 60		335	170
69.....		120 00		120 00		410			340	
72.....		90 00		90 00		300	30 00		150	40
73.....		30 00		30 00		91			40	
74.....		80 00		80 00		151			150	82
75.....	\$28 00	30 00	\$10 00	30 00	35	75			100	35
76.....		100 00		100 00					196	
77.....		20 00		20 00						
78.....		50 00		50 00					115	
79.....	10 00	120 00	10 00	120 00	26	231	\$48 00	56 00	257	64
80.....		70 00		70 00					126	
81.....		113 12		70 00					160	
82.....	35 50	306 75	10 00	210 00	38	579			668	746
83.....		20 00		20 00					25	
84.....		80 00		80 00					111	
85.....		40 00		40 00		60			60	35
86.....		90 00		90 00					76	
87.....		70 00		70 00					56	
88.....		40 00		40 00					38	
89.....		40 00		40 00						
90.....		20 00		20 00		30			30	
91.....		60 00		40 00		80			80	
93.....		40 00		20 00					42	50
95.....	No. 1	10 00	192 76	10 00	60 00					
95.....	No. 2	10 00		50 00						
97.....		53 33		50 00					179	408
100.....		20 00		20 00						
103.....		20 00		20 00		50			40	
104.....		20 00		20 00		12			12	
105.....	10 00	20 00	10 00	20 00		100			100	
106.....		20 00		20 00					43	
108.....		43 55		40 00					56	
111.....	30 00		20 00				19 00		98	300
	196 50	3,954 81	130 00	3,310 00	122	4,752	127 48	219 30	6,372	4,293

TABLE XXI.—CONTINUED.

Condition of School Libraries in PASSAIC County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
OCEAN.										
1.....		\$30 00		\$30 00						
2.....		20 00		20 00						
6.....		30 00		30 00						
9.....	\$20 00		\$20 00							
11.....		20 00		20 00						
14.....	10 00	30 00	10 00	30 00						
17.....		40 00		40 00						
18.....		20 00		20 00						
22.....		20 00		20 00						
23.....		60 00		60 00						
31.....	10 00	30 00	10 00	30 00						
34.....		20 00		20 00						
36.....		20 00		20 00						
37.....		20 00		20 00						
38.....		30 00		30 00						
39.....		20 00		20 00						
42.....		50 00		50 00						
43.....		20 00		20 00						
44.....		40 00		40 00						
45.....		30 00		30 00						
50.....		20 00		20 00						
55.....	20 00		20 00							
PASSAIC.										
	60 00	570 00	60 00	570 00						
1.....		50 00		30 00						
2.....	10 00	98 25	10 00	80 00		242		\$40 00	242	355
3.....	16 00	90 00	10 00	60 00	26	127	\$10 00	20 00	153	100
5.....	School No. 1	327 50		40 00		204		340 00	204	
6.....		20 00		20 00						
11.....		20 00		20 00						
12.....	18 75	40 00	10 00	40 00	30	165			200	352
13.....	20 00	119 08	20 00	70 00		210		12 00	160	122
14.....		149 58		80 00		182			182	100
15.....		144 79		80 00		280		16 00	280	312
16.....		75 00		60 00						
18.....		100 00		100 00						
19.....	10 00	60 00	10 00	30 00						
23.....		104 27		50 00		175			163	400
26.....		20 00		20 00		25			25	
28.....		40 00		40 00		184			90	150
31.....		30 00		30 00		78			78	56
32.....		20 00		20 00		40		10 00	10	
34.....		40 00		40 00		54		12 00	48	31
35.....	High School	35 80	3,811 21	10 00	80 00	135	1,356 45 00	160 00	1,491	3,002
35.....	School No. 1		182 98		40 00		207		200	322
35.....	School No. 2		344 37		90 00		530		530	1,084
35.....	School No. 3		25 00		20 00		90		40	
35.....	School No. 4		194 11		30 00		401		412	74
35.....	School No. 5		30 00		30 00		244		244	135

TABLE XXI.—CONTINUED.

Condition of School Libraries in SALEM County.

DISTRICT OR SCHOOL.		Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Passaic—Con.											
35.....	School No. 6		\$147 53		\$30 00						
35.....	School No. 7		30 00		30 00		172			172	421
35.....	School No. 8		20 00		20 00						
35.....	School No. 9		112 00		50 00		175			154	230
35.....	School No. 10	\$10 00	110 00	\$10 00	110 00	30	396	\$6 00	\$2 50	420	874
35.....	School No. 11	10 26	517 00	10 00	50 00	15	385	15 00		485	2,787
35.....	School No. 13	33 50	69 90	10 00	20 00		58			58	50
37.....		10 00	20 00	10 00	20 00						
38.....		10 00	40 00	10 00	30 00						
		484 31	7,202 57	120 00	1,560 00	236	5,980	76 00	612 50	6,041	10,957
SALEM.											
1.....	High		40 00		20 00				60 00	35	
1.....	West Ward Primary		20 00		20 00	60		21 29		60	
1.....	East Ward Primary		20 00		20 00	36		22 90		36	
1.....	East Ward Intermediate		20 00		20 00	30		14 50		30	
2.....			20 00		20 00				20 00		
4.....			34 50		30 00		25		44 00	19	5
7.....			20 00		20 00		41			20	
8.....			20 00		20 00		86			78	
13.....		20 00		20 00				40 00			
16.....			20 00		20 00		50			36	
21.....			30 00		30 00				60 00		
25.....			60 00		40 00		138			138	88
26.....	No. 1	10 00	40 00	10 00	40 00		105		104 43	105	164
26.....	No. 2	10 00	40 00	10 00	40 00		30	40 00	8 00	30	62
26.....	No. 3	10 00	20 00	10 00	20 00		25	20 00	20 00	25	38
28.....			20 00		20 00				40 00		
32.....			20 00		20 00		40			40	
37.....		170 00			50 00		50		114 00	47	154
43.....			20 00		20 00		42		15 00	40	
44.....		10 00	41 35	10 00	40 00		50		30 00	49	76
48.....			20 00		20 00				40 00		
52.....			133 00		90 00		25		133 00	25	
54.....			20 00		20 00		14		30 00	14	
55.....		10 00	20 40	10 00	20 00		1		30 40	1	
56.....			20 00		20 00		1		30 00	1	
57.....			20 00		20 00				40 00		
58.....			20 00		20 00		11		22 00	11	
60.....			20 00		20 00		10		34 00	10	
62.....			20 00		20 00		56			50	14
64.....			20 00		20 00				47 00		
65.....			20 00		20 00		11		22 60	11	
66.....			20 00		20 00		15		20 00	15	
68.....			40 00		30 00		81			65	31
71.....		20 00		20 00		24			20 00	24	
		90 00	1,069 25	90 00	850 00	150	907	158 69	984 43	1,015	637

TABLE XXI.—CONTINUED.

Condition of School Libraries in SOMERSET County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
SOMERSET.										
1.....		\$40 00		\$40 00					85	75
7.....	\$10 00	60 00	\$10 00	60 00	20	111			131	141
8.....		50 00		50 00		124			124	
9.....		30 00		30 00		82			82	
10.....		120 00		20 00		38			38	
11.....	10 00	100 00	10 00	100 00		67			67	
12.....		80 00		80 00		121			121	
13.....	20 00	30 00	20 00	30 00		14	\$12 00		15	
15.....	10 00	20 00	10 00	20 00						
16.....		30 00		30 00		56			56	96
17.....		20 00		20 00						
18.....		40 00		40 00		42			42	
19.....	10 00	30 00	10 00	30 00	4	7	40 00		11	
20.....		50 00		50 00		75			74	40
22.....		70 00		70 00		138	18 58		138	
24.....		30 00		30 00		86			86	
25.....		40 00		40 00		100	35 00		100	115
27.....		60 00		60 00		125			125	
28.....	No. 1	296 89		60 00		95	316 59		72	
28.....	No. 2	60 00		60 00						
29.....		130 00		130 00		356	195 29		352	
31.....		92 67		50 00		118	51 50		118	150
32.....		20 00		20 00		48	4 00		48	9
33.....		30 00		30 00		82	10 00		82	
34.....		30 00		30 00		100	4 00		100	
35.....		30 00		30 00		100			100	
35½.....	20 00		20 00							
36.....		20 00		20 00		50			50	
38.....		240 00		130 00		270	100 00		240	466
40.....		30 00		30 00		14	25 00		14	
42.....		20 00		20 00			40 00			
43.....		25 00		20 00		13	25 00		13	
44.....		40 00		40 00		70	\$40 00	77 80	75	18
45.....		60 00		30 00		107			107	75
47.....		108 14		70 00		203	10 00		203	
50.....	10 00	35 00	10 00	30 00	6	24			30	
51.....		40 00		40 00						
53.....		30 00		30 00						
54.....	21 21	20 00	10 00	20 00	73	80			153	153
55.....		20 00		20 00						
59.....		30 00		30 00		75	25 00		75	
60.....		20 00		20 00						
62.....		30 00		30 00		73			72	
63.....		30 00		30 00			25 00			
65.....		20 00		20 00		50			50	8
66.....		80 00		80 00		161			161	30
67.....	22 40		20 00		100				100	
68.....		30 00		30 00						
69.....		30 00		30 00	1	40			41	26
71.....		21 00		20 00		44			44	40
73.....		55 00		30 00			85 00			
	133 61	2,523 70	120 00	2,030 00	204	3,359	40 00	1,109 76	3,595	1,444

TABLE XXI.—CONTINUED.

Condition of School Libraries in SUSSEX County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
SUSSEX.										
3		\$45 70		\$40 00		37		\$45 70	36	40
7		20 00		20 00		40		14 00	40	58
10		20 00		20 00		12			6	
12		20 00		20 00		28		25 00	20	75
18		48 00		40 00		54			38	20
19		40 00		40 00		86			80	9
23		41 90		40 00		76		15 25	70	28
24		45 15		30 00		44		28 00	23	
25		49 68		40 00		111			87	95
26		20 00		20 00		100			100	25
28		30 00		30 00	12	48			60	51
29		20 00		20 00		61			56	40
33		50 00		50 00		122			106	60
35		30 00		30 00		54		10 00	40	25
36		60 75		40 00		112		10 00	114	96
37		345 00		60 00		251			200	150
38		20 00		20 00		40		8 60	25	
40		20 00		20 00		2		27 00	2	
43	\$10 00	102 80	\$10 00	50 00		102		32 50	92	90
44	23 87		20 00							
46		20 00		20 00		54				
48		40 00		40 00		125				
50		73 00		20 00		50		66 35	50	
51		51 00		40 00		91		3 00	63	122
55		20 00		20 00		65			65	100
59	20 00		20 00							
61		20 00		20 00		51			44	
62		20 00		20 00		53			44	
64		20 00		20 00		161			65	25
70		20 00		20 00		75			50	25
71		30 00		20 00		44		4 00	34	24
72		30 00		30 00		86			81	75
74		20 00		20 00		46			44	25
83		20 00		20 00		76			76	64
92		40 00		40 00		84		55 00		
93		50 00		40 00		65			23	
96		61 00		60 00		300		25 00	283	102
97		20 00		20 00		42			40	
100		93 00		30 00		155		15 00	155	188
101		20 00		30 00		53		12 50	50	17
102		20 00		20 00		37		16 00	20	30
103		137 41		100 00	1	184	\$8 40	94 35	142	443
105		20 00		20 00		61			52	
106		70 00		60 00		93		14 00	106	100
110		20 00		20 00		72		15 00	72	105
114		38 35		20 00		100			98	90
115		20 00		20 00		20				
116		70 00		70 00	4	134			75	206
117	27 25	20 00	10 00	20 00	52	30		5 00	74	155
118		33 94		30 00		42		15 00	46	35
	81 12	2,146 68	60 00	1,530 00	69	3,829	8 40	256 25	3,035	2,750

TABLE XXI.—CONTINUED.

Condition of School Libraries in WARREN County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
UNION.										
1.....		\$450 76		\$90 00		370		\$50 00	370	221
2.....		179 98		60 00		164		97 50	166	43
4.....	\$13 50	141 62	\$10 00	100 00	29	275	\$12 25	58 45	319	575
5..... High School	20 00	204 18	10 00	60 00	48	280			328	401
5..... No. 1	16 60	620 90	10 00	100 00	66	742	10 00	90 00	808	4,599
5..... No. 2	17 25	811 53	10 00	100 00	24	1,127		5 00	1,161	3,629
5..... No. 3		1285 30		60 00		547			562	856
5..... No. 4	11 50	520 79	10 00	70 00	107	335		291 59	442	1,007
5..... No. 5	15 00	73 73	10 00	30 00	32	122			154	589
5..... No. 6	30 50	86 50		20 00	140				140	388
6.....		43 55		30 00		13		39 31	8	
7..... Franklin	10 00	60 00	10 00	60 00						
7..... High		20 00		20 00						
7..... Columbia		50 00		50 00						
9.....		40 00		20 00		86		25 00	86	176
10.....		217 74		80 00		300		65 50	302	592
11.....		74 00		50 00		85		52 50	85	50
12..... Stillman	10 00	30 00	10 00	30 00						
12..... Washington	10 00	30 00	10 00	30 00						
12..... Bryant	10 00	30 00	10 00	30 00						
12..... Irving	20 00		20 00							
12..... Franklin	10 00	30 00	10 00	30 00						
13.....		20 00		20 00						
14.....	50 00	348 67	50 00	120 00	28	420		166 50	451	1,260
15.....		125 25		80 00		104			62	50
16.....		30 00		30 00		110		23 00	91	32
17.....		40 00		40 00		63		20 00	62	57
18.....	25 10	321 50	10 00	160 00	84	643		65 00	733	2,088
19.....		273 09		100 00		392		269 94	380	975
20.....		156 05		90 00		263		30 00	250	277
22.....	18 59	117 00	10 00	40 00	36	145		7 00	130	60
23.....	10 85	57 50	10 00	30 00	25	98		16 85	125	149
25.....	12 00	54 85	10 00	50 00	7	238			225	130
27.....		247 25		130 00		297		97 39	298	221
28.....		30 00		30 00		107			64	30
29.....		72 90		60 00		105		20 00	85	97
WARREN.	310 89	5,894 64	220 00	2,100 00	626	7,431	22 25	1,490 53	7,497	18,552
1.....		20 00		20 00		4			4	
2.....	20 00		20 00							
3.....		20 00		20 00						
4.....		20 00		20 00						
7.....		20 00		20 00						
9.....		20 00		20 00						
12..... Howell		30 00		30 00						
12..... Sitgreaves		30 00		30 00						
12..... Freeman		20 00		20 00						
12..... Lovell		40 00		40 00						
13.....	20 00		20 00							

TABLE XXI.—CONTINUED.

Condition of School Libraries in WARREN County.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Warren—Con.										
16.....		\$20 00		\$20 00		6			6	
17.....	\$20 00	30 00	\$10 00	30 00						
20.....		20 00		20 00						
21.....		20 00		20 00						
22.....		20 00		20 00						
25.....		20 00		20 00		15			15	
26.....		20 00		20 00						
30.....		20 00		20 00						
31.....		50 00		50 00		190			190	
32.....	10 00	172 00	10 00	80 00	10	100		\$73 60	130	
33.....	10 00	20 00	10 00	20 00						
36.....	10 00	20 00	10 00	20 00	18	29		17 00	47	
39.....		30 00		30 00						
41.....	No. 1	20 00		20 00						
41.....	No. 2	30 00		30 00						
42.....		30 00		30 00						
47.....		30 00		20 00		21			21	
48.....		30 00		30 00		40			40	
50.....		80 00		80 00		115			100	
51.....		31 50		30 00		15			10	
52.....	20 00	20 00	20 00	20 00						
53.....		20 00		20 00						
57.....		30 00		30 00		30			5	
58.....		50 00		50 00		137			40	
59.....		40 00		40 00		61			50	
67.....	20 00	30 00	10 00	30 00	10	70	\$10 00		30	
69.....		60 00		30 00		50		20 00	50	
71.....		20 00		20 00						
72.....		30 00		30 00		15			15	
73.....		50 00		50 00		26			26	
77.....		20 00		20 00						
79.....		30 00		30 00						
83.....		20 00		20 00						
85.....		30 00		30 00		15		10 00	15	
86.....		60 00		60 00		119				
88.....		30 00		30 00		15			15	
89.....		30 00		30 00		15			15	
90.....		30 00		20 00		15			15	
92.....		37 50		30 00		82		24 86	10	
	130 00	1,568 50	110 00	1,420 00	38	1,195	10 00	145 46	849	

TABLE XXI.—CONTINUED.

Summary.

DISTRICT OR SCHOOL.	Amount raised during the year for library.	Amount previously raised.	Amount received from the State during the year.	Amount previously received from the State.	Number of books purchased during the year.	Number of books previously purchased.	Amount expended for apparatus during the year, from library funds.	Amount previously expended for apparatus, from library funds.	Number of books now constituting the library.	Number of books taken out during the year.
Atlantic.....	\$153 58	\$4,743 64	\$70 00	\$2,170 00	238	6,148	\$45 00	\$2,453 64	5,112	14,925
Bergen.....	1,670 30	4,876 95	1,580 00	2,910 00	965	9,016	149 93	2,560 59	8,714	13,531
Burlington.....	50 00	2,525 47	50 00	1,810 00	91	2,820	.....	2,281 38	2,008	1,859
Camden.....	40 00	3,596 30	40 00	1,940 00	83	5,032	.....	1,508 90	4,752	4,440
Cape May.....	40 00	940 00	40 00	870 00	.....	715	.....	116 40	750	543
Cumberland.....	135 00	2,167 05	120 00	2,030 00	184	1,335	8 00	271 25	1,500	2,898
Essex.....	502 37	6,997 57	410 00	4,580 00	1,349	17,542	573 42	632 50	21,222	10,918
Gloucester.....	125 00	2,525 43	120 00	1,980 00	90	2,633	40 50	2,006 28	2,533	5,691
Hudson.....	146 06	4,854 09	130 00	1,980 00	464	10,181	159 32	3,717 87	10,830	20,149
Hunterdon.....	176 20	3,362 23	160 00	2,450 00	183	3,975	40 00	2,257 70	3,925	2,201
Mercer.....	100 00	1,010 00	100 00	1,010 00	.....	.....	.....	.....	.....	.....
Middlesex.....	303 00	2,944 62	270 00	2,700 00	336	2,780	56 00	1,993 85	2,903	2,469
Monmouth.....	372 50	4,697 82	270 00	2,740 00	776	6,921	298 46	1,215 25	6,948	12,525
Morris.....	196 50	3,954 81	130 00	3,310 00	122	4,752	127 48	219 30	6,372	4,293
Ocean.....	60 00	570 00	60 00	570 00	.....	.....	.....	.....	.....	.....
Passaic.....	184 31	7,202 57	120 00	1,560 00	236	5,980	76 00	612 50	6,041	10,957
Salem.....	90 00	1,069 25	90 00	850 00	150	907	158 69	984 43	1,015	637
Somerset.....	133 61	2,523 70	120 00	2,030 00	204	3,359	40 00	1,109 76	3,595	1,444
Sussex.....	81 12	2,146 68	60 00	1,530 00	69	3,829	8 40	556 25	3,035	2,750
Union.....	310 89	5,894 64	220 00	2,100 00	626	7,431	22 25	1,490 53	7,497	18,852
Warren.....	130 00	1,568 50	110 00	1,420 00	38	1,195	10 00	145 46	849	.....
Total.....	5,000 44	70,221 32	4,270 00	42,540 00	6,204	96,551	1,513 45	26,133 84	99,601	131,082



R. M. ACTON SCHOOL.

Salem, - - - Salem County.

The Acton School was erected in 1890, the cost, including the lot, being \$25,850.

The lot on which the school-house stands is 176 feet wide by 200 feet deep; the building, 93 feet 4 inches by 71 feet 4 inches. The height of the ceilings is 12 feet.

In addition to the ten class-rooms, there are the necessary rooms for the principal and assistant teachers.

The class-rooms are 24 feet wide by 28 feet deep, and the entire building is heated and ventilated by the Smead-Wills system.

A hallway 19 feet wide extends the entire length of the building on each floor. The seating capacity is 532.



REPORT

OF THE

New Jersey State Agricultural College,

1891-1892.

✱ AUSTIN SCOTT, Ph.D., LL.D., PRESIDENT.

RUTGERS SCIENTIFIC SCHOOL.

THE NEW JERSEY STATE COLLEGE FOR THE BENEFIT OF AGRICULTURE
AND THE MECHANIC ARTS.

AUSTIN SCOTT, PH.D., LL.D., *President.*

LOUIS BEVIER, JR., PH.D.,
Secretary of the Extension Department.

IRVING STRONG UPSON, A.M.,
Registrar and Secretary of the Faculty.

HISTORICAL SKETCH.

In 1862 the Congress of the United States passed an act entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts."

The object of this act was to found and endow colleges "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several professions and pursuits in life."

An appropriation of land scrip of the public lands, to the amount of 30,000 acres for each member of Congress, was made to each State. New Jersey then had two Senators and five Representatives, so that her share was 210,000 acres.

The Legislature of New Jersey, by the act of March 21st, 1863, accepted the gift, and by the act of April 13th, 1864, appointed commissioners to sell the scrip and invest the proceeds. By the act of April 4th, 1864, the annual interest on this fund was directed to be paid to the Trustees of Rutgers College, in New Jersey, who were to devote it "wholly and exclusively to the maintenance, in that department of Rutgers College known as Rutgers Scientific School, of such courses of instruction as (including the courses of instruction already established by said Trustees) shall carry out the intent of said act of Congress in the manner specially prescribed by the fourth section of said act."

In this act of the Legislature the Trustees of Rutgers College were required to erect additional and adequate buildings for the Agricul-

tural College, and to "furnish and provide a suitable tract of land, conveniently located, for an experimental farm," both at their own expense.

A Board of Visitors, clothed with general powers of "supervision and control," was to be nominated at regular times by the Governor and confirmed by the Senate, said Board being required to visit the College at least twice in each year, and to make an annual report thereon to the Legislature.

The institution was enlarged to meet the requirements of the law; additional buildings were erected; a farm of 100 acres, mostly within the bounds of New Brunswick, was bought; additional Professors were appointed, and full provision made faithfully to carry out the act of Congress. Forty scholarships in the institution were made free to students from the several counties of the State.

Students were received on these scholarships in 1865, and have been every year since. The Board of Visitors have made their semi-annual examinations from that time onward, have made their annual reports to the Legislature and have certified that the Trustees of Rutgers College have faithfully and liberally carried out their contract with the State.

In regard to the United States Government appropriation, it should be observed that only scrip for public lands was appropriated.

No State was allowed to hold land in any other State; and, as a consequence, the scrip had to be sold, leaving the expenses of locating it with the purchaser. This took a large share of its regular price of \$1.25 per acre. In fact, the New Jersey State Commissioners were obliged to sell it for less than half of that price, the 210,000 acres of land scrip only producing a fund of \$116,000. This was invested in State bonds, and the annual interest, \$6,960, is annually paid to the Trustees of Rutgers College for the support of teachers in the New Jersey State Agricultural College.

In regard to what the institution has done and is now doing to promote the liberal and practical education in those branches of learning required in the law, it may be stated that 659 students have been in attendance at the institution thus established by the provisions of the laws. Of these, 208 have been graduated, the others having attended for longer or shorter periods of time, as their circumstances permitted, or the special objects of their studies have been attained. The average time for each may be put at three years.

There are now 171 students in the Scientific School, of whom 50 are on free scholarships, the Trustees having added 10 more free scholarships to the 40 provided for in the original contract with the State, and 80 were received under the terms of the State law of 1890, establishing a free scholarship for each Assembly district, each year.

ORGANIZATION.

Rutgers Scientific School has been designated by the Legislature of New Jersey, in accordance with the law of Congress of July 2d, 1862, "The State College for the Benefit of Agriculture and the Mechanic Arts."

Free Scholarships.

Under the law, a certain number of students from the State of New Jersey are received into this department of the College, and educated free of expense for tuition. This law also provides for the appointment by the Governor of a Board of Visitors, two from each Congressional District, who possess general powers of supervision and control. The State pupils are admitted to free scholarships on the recommendation of the Superintendent of Schools in each county, and on passing the required examinations. These free scholarships are distributed among the counties in proportion to their population, as follows:

State Scholarships.

Atlantic	1	Monmouth.....	2
Bergen	1	Morris.....	2
Burlington.....	3	Ocean	1
Camden	2	Passaic.....	2
Cape May.....	1	Salem.....	1
Cumberland	1	Somerset.....	1
Essex.....	6	Sussex	1
Gloucester.....	1	Union	2
Hudson	6	Warren.....	1
Hunterdon.....	1		
Mercer	2		40
Middlesex	2		

In June, 1888, the Trustees, to express their appreciation of the action of the Legislature in making the first appropriation yet made to further the work of the State College, voted to give to the young men of New Jersey ten additional free scholarships "at large."

By a law passed March 31st, 1890, establishing a free scholarship for each Assembly District each year, provision is made for affording the advantages of a liberal course of study, free of expense for tuition, in the State Agricultural College to the students in the schools in all parts of the State, who shall be selected as follows: "A competitive examination, under the direction of the City Superintendents and the County Superintendent of Education, in each county, shall be held at the County Court House in each county of the State, upon the first Saturday in June in each year."

The examination will be held on June 3d, 1893, and candidates for Free Scholarships will be examined in the subjects required for admission.

The law provides that if several properly-qualified candidates for appointment pass the examination from the same Assembly District, all who are suitably qualified shall receive appointment to such free scholarships, excess from certain Assembly Districts being counter-balanced by vacancies in other Assembly Districts, provided only that the entire number of appointees shall not exceed the entire number of free scholarships created by the State.

REQUIREMENTS FOR ADMISSION.

The following are the subjects in which those who wish to enter the Freshman Class of the Scientific Department are examined. Since all are such as can be acquired in our best common schools, it is insisted that the preparation in them shall be thorough and complete :

1. ARITHMETIC.—Fundamental Operations; Common and Decimal Fractions; Denominate Numbers, including the Metric System; Percentage, including Interest and Discount; Proportion; Square and Cube Root.

In preparing the student for this course, it is recommended that he be drilled thoroughly in Arithmetic, as a clear understanding of its simple elementary and practical principles is essential to a good Mathematician.

2. ALGEBRA through Arithmetic, Geometric and Harmonic Progressions, or the first seventeen chapters of Bowser's College Algebra.

His preparation in Algebra should be *very thorough*. In addition to understanding the PRINCIPLES of the science, he must fix them in his memory, and learn their bearing and utility, and for this reason he should pay great attention to the solution of practical examples. What is needed is ability to solve ordinary examples with facility and to explain them thoroughly.

Attention is specially called to the solution of Simultaneous Quadratic Equations, and of Equations of Higher Degrees than the Second, which may be reduced to the quadratic form, and then solved by the methods of solving quadratics.

3. PLANE GEOMETRY.—The *whole* of Plane Geometry will be required.

In June, 1894, and thereafter, the *whole* of Solid Geometry will also be required.

4. ENGLISH GRAMMAR—Including Spelling.

A short ENGLISH ESSAY is also required, to be written at the examination, on some theme drawn from books announced in advance; the essay to be correct in spelling, punctuation, division into paragraphs, grammar and expression. In June and September, 1893, the themes will be drawn from these books, which all students who apply for admission then should have read carefully: Scott's *Lady of the Lake*; Shakespeare's *Winter's Tale*; Irving's *Sketch Book*; Tennyson's *Idylls*.

In 1894, students should be familiar with Shakespeare's *Julius Cæsar* and *Merchant of Venice*; Scott's *Lady of the Lake*; Longfellow's *Courtship of Miles Standish*; Scott's *Ivanhoe*; Kingsley's *Westward Ho!*

5. DESCRIPTIVE GEOGRAPHY.

6. PHYSICAL GEOGRAPHY.

7. HISTORY OF THE UNITED STATES.—Johnson's History of the United States, or its equivalent.

Students often lack thorough or recent preparation in this subject. A more accurate knowledge of American History has become necessary as preliminary to the systematic instruction now given on the duties and relations of American citizenship.

8. PHYSICS.—Students are required to show satisfactory acquaintance with Wells' or Cooley's Natural Philosophy, or Peck's Ganot's Physics.

9. CHEMISTRY.—Such knowledge of Chemistry as may be obtained from a thorough study of Remsen's, Cooley's or Steele's Chemistry complete. Remsen's Elements of Chemistry is recommended, because Remsen's textbooks are used during the course.

COURSES OF STUDY.

Additional courses of instruction have been organized, so that there are now five full courses of study, each of four years' length, leading to the degree of Bachelor of Science, viz.:

- I. A COURSE IN AGRICULTURE.
- II. A COURSE IN CIVIL ENGINEERING AND MECHANICS.
- III. A COURSE IN CHEMISTRY.
- IV. A COURSE IN ELECTRICITY.
- V. A COURSE IN BIOLOGY.
- AND
- VI. A WINTER LECTURE COURSE IN AGRICULTURE.

During the first year the studies of the five full courses are the same, and are designed to furnish a suitable introduction to the pursuit of the higher branches in either.

At the end of the first year students elect to pursue one of the five full courses, and for the remaining three years their studies are directed with particular reference to the choice made. Some studies which go to the equipment of the intelligent citizen, whatever his occupation, such as History, English Literature, Political Economy, Political Ethics and others, are interspersed throughout the entire four years, in order that students may not only acquire a thorough preparation for their special pursuits in life, but may at the same time receive a liberal training which will fit them to discharge wisely and usefully the duties of good citizenship.

Winter Lecture Course in Agriculture.

The Six Weeks' Winter Lecture Course in Agriculture is designed to teach those general principles which underlie reasonable farm practice, and their adaptation to the various lines of farming. The course, while primarily intended for farmers' sons, will also be open to such farmers of the State as may desire to attend. In the prepa-

ration of the course it has been the aim of the College to make the instruction scientific in its character, but of such a nature as to be directly applicable to the every-day work of the farm.

EXTENSION DEPARTMENT.

The Trustees, desiring to increase the usefulness of the State College, and to give the benefits of liberal training to the people at large who cannot enter the institution as regularly-enrolled students, have established a special department, for extension teaching. Under the auspices of this department, lecture courses are given in various localities in the State of New Jersey, by members of the Faculty and other teachers connected with the College, in Agriculture, the English Language, and the various branches of natural and economic science.

The work is conducted chiefly on the plan that has proved eminently successful elsewhere, embodying the following features:

1. LECTURES.—Full courses consist of twelve lectures, delivered generally at weekly intervals, beginning at any time after October 1st, as may be arranged with the places desiring them. Shorter courses of six or more lectures are also furnished if demanded.

2. SYLLABUS AND TEXT-BOOKS.—For every course of lectures a syllabus is prepared, giving an outline of the subject treated and serving as a brief and condensed text-book. Other books for parallel reading are introduced as required.

3. THE CONFERENCE HOUR.—To give those who desire the benefit of personal contact with the lecturer, an hour for informal class-work is held immediately after the lecture, where questions are asked and answered, and where obscure points are further elucidated.

4. THE WRITTEN EXERCISES.—To those who attend the conference hour work is assigned, upon which written papers are prepared during the week and mailed to the lecturer for correction and criticism.

5. THE EXAMINATION.—At the end of a course the lecturer holds an examination, open to all who, besides attending the lectures and conference hours, have performed the required written work.

6. CERTIFICATE.—To those who successfully pass this examination, the College awards a formal certificate. This specifies the subject, the date, and the lecturer under whose direction the work has been done.

Respectfully submitted,

AUSTIN SCOTT,

President.

THIRTY-EIGHTH ANNUAL REPORT
OF THE
New Jersey State Normal School,
FOR THE YEAR ENDING AUGUST 31st, 1892.

JAMES M. GREEN, Ph.D., Principal.

STATE NORMAL AND MODEL SCHOOLS

PRINCIPAL'S REPORT.

HISTORICAL.

"There shall be a Normal School, or Seminary, for the training and education of teachers in the art of instructing and governing the common schools of this State, the object of which School or Seminary shall be the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools.

"The Board of Trustees are authorized to maintain a Model School, under permanent teachers, in which the pupils of the Normal School shall have opportunity to observe and practice the modes of instruction and discipline inculcated in the Normal School, and in which pupils may be prepared for the Normal School."

The above concise legal definitions of the purposes of our Normal and Model Schools are, as they have been, our watchwords.

The Normal School has been earnestly studying the educational needs and demands of our State and striving so to plan its work as to meet them. It is fair to assume that it is meeting with more success in this direction than ever before. The light of its own experience, the clearer definitions of professional work and the more defined character of the common schools all conspire to make this possible.

Never in the history of the institution was it more its desire to press on to the accomplishment of its purpose than at present, and never has it had more encouragement in its aim than it now enjoys.

During the thirty-seven years of its history, the Normal School has graduated 1,429 students. In addition to the graduates, quite a large number have taken part of the course. Nearly all who have gone out from the institution have become teachers in the State. It is difficult to estimate the influence these trained teachers have exercised in advancing the educational work of our commonwealth. Many of them have been located in places where advanced methods have been regarded as unwelcome innovations and have been discouraged, but others by their tact and force have proven their methods greatly to benefit the student in economy of time, interest in work

and strength in intellectual growth, and by their example have won others to an appreciation of the importance of these factors in education, and thus promoted the system.

The Normal School is more and more recognized as a necessary factor in our educational system.

The problems of education are more than ever pressing. Being seemed once to satisfy the conditions of life; action is now the necessity. The results of all action must depend upon the wisdom and economy with which the forces are directed, hence problems to the solution of which the Normal School, the proper laboratory of educational thought, is essential.

New Jersey has denied its Normal School no just petition.

The following figures are of interest, showing original cost, present valuations and a few comparative statistics :

Original cost of Normal and Model School buildings with lot.....	\$72,000
Estimated value of furniture, books, &c.....	8,000
Value of Boarding Halls.....	65,000
Value of Boarding Hall furniture.....	10,000
	<hr/>
	\$155,000

The above original values have appreciated till the table should now read as follows :

Former Normal and Model buildings.....	\$60,000
Former school furniture, apparatus, &c.....	8,000
Lot.....	115,000
Appropriation of 1890 for new building.....	40,000
Appropriation of 1891 for alterations, furniture, &c.....	8,000
Principal's residence and Boarding Halls, including addition of 1892.....	99,000
Boarding Hall furniture.....	15,000
	<hr/>
	\$345,000

The time has come when an addition to the annual appropriation for the Schools is necessary to their best interests. During its history the Normal has increased its enrollment from 43 to 398; the Model, from 125 to 603, while the annual appropriation of \$15,000, plus the provisional scholarship fund of \$5,000, remains unchanged.

The large increase in the number of students in the Normal has increased the size of the classes till they now number from 50 to 70 students each. Where students are preparing to be teachers, their best interests, and the consequent best interests of the State, demand that they be reached individually in their work. This cannot be done

to the best advantage with classes numbering over from 35 to 40. To reduce the size of the classes it is necessary to employ more teachers, hence the necessity of an increased appropriation of at least \$7,500.

That such an increased appropriation will not cause our State to appear extravagant in comparison with other States will appear from the following statement showing the appropriations of several of the States to this branch of learning for this present year: Connecticut, with one-half our population, \$40,000. Massachusetts, with one and one-half times our population, \$79,540. Rhode Island, with less than one-fourth of our population, \$13,000. Pennsylvania, with less than four times our population, \$81,875, not including incidentals. New York, with four times our population, \$295,625.52.

Surely New Jersey, wealthy as she is, does not need to be surpassed in her liberality to this most important branch of her school system.

The expense of reducing the size of the classes in the Model School, together with providing for the largely-increased numbers, with increased facilities for work, has been met by slightly increasing the tuition rates.

The Model School, no less than the Normal, has defined its purpose in its course.

The phrase "under permanent teachers" clearly indicates that it was not the intention of the law that our Model School should be a mere "clinic" for the Normal, but that it should be a school *sui generis*, highly accomplishing the purposes of an academic institution, that in it the Normalite could gain observation and experience which, while it did not sacrifice the interests of the Model School, enabled him to go forth possessed of confidence and a high ideal verified by evidence.

That the Model School is not disappointing its founders appears in the strength it gives the Normalites, the high record its students make in the reception accorded them in the higher institutions of learning, in the distinction they receive in those institutions, and in their success in business. This school is more than ever fulfilling the hope of the State by each year sending proportionately large delegations from its graduating class into the Normal. The fine mental discipline they have received peculiarly fits them for the Normal work.

ATTENDANCE.

Normal.

	Males.	Females.	Total.
First quarter	21	335	356
Second quarter.....	21	326	347
Third quarter.....	22	307	329
Fourth quarter.....	21	304	325

Total number of different students enrolled during the year, 398—males, 27; females, 371.

Model.

	Males.	Females.	Total.
First quarter	264	270	534
Second quarter	264	267	531
Third quarter.....	255	258	513
Fourth quarter.....	239	248	487

Total number of students enrolled during the year, 603—males, 292; females, 311. The average attendance per quarter was 516—males, 255; females, 261.

Farnum.

	Males.	Females.	Total.
First quarter	50	65	115
Second quarter	51	61	112
Third quarter.....	52	64	116
Fourth quarter.....	49	64	113

Total number enrolled during the year, 124—males, 55; females, 69.

The Normal enrollment exceeds that of last year by 72. The quarterly enrollment holds a good average; the difference between the second and third quarters being due to graduating more students in February than were received at that time.

The number enrolled in the Model exceeds that of last year by 62—males, 37; females, 25. The average attendance shows an increase of 44 per quarter.

The enrollment in the Farnum shows a decrease of 3. The enrollment in this school was materially affected by the unfortunate circumstance of epidemic diphtheria in the town in the beginning of the year.

The above figures for the Normal and Model are in most respects very gratifying, and bear strong testimony to the increasing popularity of these Schools. For further particulars concerning the Farnum, I refer you to the full report of the Resident Principal, appended.

GRADUATES.

The number of students graduated from the Normal School during the year was 119, of whom 8 were males.

Twenty-four of those graduated were from the Advanced Course; the remaining 95 from the Elementary Course.

All of the above graduates are now teaching, excepting 13, these being accounted for by reason of sickness or some temporary condi-

tion that keeps them from the work, and not because positions have not been offered to them.

The average monthly salaries received by the class were \$40.94—those received by the Advanced, \$41.95; by the Elementary, \$38.93.

The Class of '91 have during the year raised their average monthly salaries from \$40.73 to \$44.43—those received by the Advanced being \$47.65; by the Elementary, \$41.21. The above figures show both a strengthening in salaries and a discrimination in favor of merit that is gratifying. The beginning salaries range as a usual thing from \$35 to \$80 per month, these values being affected somewhat by differences in the price of board.

The reception given our graduates has been complimentary, and has in most cases been cordial.

There is in some localities a lingering jealousy of "Normalites," when compared with those coming up through local systems, but this jealousy must disappear. Special skilled training will in this, as in all other departments, eventually win.

I have endeavored to secure tables showing the amount of teaching in the State done by Normal graduates, but the reports I have been able to secure are very incomplete. The total number reported only exceeds the number graduated from the last four classes by a little over a hundred, and is only about eight times what we know to be in the county of Bergen alone. Our Alumni records account for more teachers than are reported by the Superintendents, and we know many who are not enrolled on those records. It is unfortunate that there is not in the State such a system of registering licenses as will enable the authorities to ascertain the qualifications of the teaching force of the State, and trace the outgrowth of its own Normal School.

The School, in the development of its work, is feeling strongly the sympathy and co-operation it receives from nearly all the Superintendents and Principals.

The Model School graduated thirteen students, three of whom were males. Of the above graduates, nearly all entered higher institutions of learning. A few, however, have entered upon business pursuits. All are doing well.

COURSE OF STUDY.

The course of study announced in our last report has been unchanged in outline. As is usual where a course of study represents a living rather than a dead school, much improvement in adaptation has been made. Generally speaking, the most marked progress has been in the consideration given the individual in class-work. The effort has been to substitute standards of efficiency for stereotyped routine. The endeavor of the teacher has been to ascertain both the amount of knowledge and the degree of working power possessed by the student, and give due consideration to both in the assignment of work. This

plan has resulted in the saving of time and energy to a number of students.

In the department of Psychology the element of experiment has been emphasized. The students have been tested as to whether they were eye, ear or touchminded, and the accuracy of their perceptive and memory powers recorded. Through this means the students have come to realize that to "study the child" meant to study the real child, rather than books about the child. Individual criticism is secured in the practice teaching, in the science studies, manual training, drawing, penmanship, and a large degree of individuality is secured in all the other branches.

The "Laboratory Method" is favored. A minimum of work is established, but no maximum. Some students accomplish much more than others in each of the departments.

The department of Physical Culture has added much to the tone of the School by its intelligent work. It gave a popular entertainment on one of the winter evenings.

The department of Instrumental Music gave three concerts; the one by the younger pupils was before the School, and though successful, informal. The other two were formal, and were given to large and appreciative audiences.

RELATION OF THE NORMAL TO THE SCHOOL SYSTEM OF THE STATE.

The commissioning system inaugurated two years ago continues to grow in product and interest.

The following High Schools are now on the "Approved List:" Long Branch, New Brunswick, Newark, Jersey City, Caldwell, Orange, Passaic, Asbury Park, Plainfield, Trenton, Washington Public School of Hackensack, Rahway, Morristown, Montclair, Atlantic City and Dover.

This system thus far works well in every way. It brings to us students well qualified, as a rule, to enter upon our work. What the system needs is a more complete realization of its possibilities. There are many students in the High Schools looking forward to a course in the Normal, yet that their work is as direct for that end as it might be is oftentimes a hypothesis. There is yet much to be done in bringing the Normal and the Commissioned Schools nearer to each other, so they may *feel* their relationship as parts of the same system.

The accepting of County Diplomas and Certificates in lieu of an examination for entrance to the School is still continuing to do a good work.

During the year ninety-one students were admitted on Diplomas and Teachers' Certificates. A record of the schools from which these

students come is kept, and there is a growing solicitude on the part of these schools that their work prove reliable as well as creditable from a comparative standpoint.

MODE OF COMMISSIONING.

The following resolutions, passed by the Board of Trustees February 6th, 1889, and the appended blank forms, explain the mode of commissioning. Parties desiring to commission should send to the Principal of the Normal School for blank forms:

Resolved, That after the date of the passage of this resolution, graduates of High Schools in this State may be admitted to the professional work of the Normal School without examination, under the following conditions:

I. Upon the application of any Principal, local Superintendent and President of the Board of Trustees of any High School in this State, the Committee on Education shall make an examination of the school on behalf of which such application is made, and if, in their judgment, the course of study and discipline of the High School in question shall warrant it, said High School shall be placed upon the "Approved List," and a notice to that effect sent to the Principal of the school. The fact shall also be reported to the State Board of Education at their next meeting.

II. Properly-certified graduates of any High School on the "Approved List" shall be admitted, by the Principal of the Normal School, to the professional course of the Normal School, without examination, and shall be regular members of that course.

III. On the report of the Principal of the Normal School that the students of any High School in the "Approved List," who may have entered without examination, are, after due trial, found not to be properly qualified to go on with the work of the professional course, the Committee on Education may strike the name of the High School which certified said students from the "Approved List." Notice of said action shall be sent to the Principal of the High School in question, and it shall also be reported to the State Board of Education.

HIGH SCHOOL APPLICATION.

To the Board of Trustees of the New Jersey State Normal School:

GENTLEMEN—We, the undersigned, do hereby make application to have the..... High School placed on the "Approved List" of New Jersey. We do hereby certify that graduation at the above school requires that the person to be graduated shall have pursued the following branches, viz.: Orthography, Penmanship, Elocution, English Grammar, Geography, United States History, General History, Book-Keeping, Practical Arithmetic, Algebra, Geometry (five books), Elementary Physics, Chemistry, Physiology, Botany, Industrial Drawing, Latin or German. Herewith find course of study.

Signed,

.....Principal.Superintendent.
Pres't of Board.

SCHOOL REPORT.

STATE OF NEW JERSEY.

HIGH SCHOOL COMMISSION.

This certifies that the High School is placed on the "Approved List" of the Board of Trustees of the State Normal School, and that the Principal of said High School is hereby authorized to certify its graduates for admission to the work of the second year, or strictly professional course, of the State Normal School, subject to the conditions upon which this commission is granted.

State Board of Education,

Trenton, New Jersey18.....

[SEAL.]

.....Chairman. } Committee
.....Secretary. } on
 Education.

BUILDINGS.

The increased accommodations in our buildings, mentioned so fully in the last report, have proven of great advantage to the workings of the School. During the summer the fronts of the older parts of the structure and the roofs received a fresh coat of paint. The buildings are now in good repair.

BOARDING HALLS.

During the summer a large addition has been built to the Boarding Halls. The halls had already proven much too small for the demands of the School. Two houses had been rented outside to accommodate the overflow, nearly sixty in number. This arrangement had many disadvantages. To avoid continuing it an enlargement that will accommodate 120 students has been built. The dining-room has also been enlarged and another boiler added to the steam plant. There is now room to accommodate nicely the boarders. The sanitary conditions of the institution have been carefully inspected and are pronounced right.

HEALTH.

The health of the students has been generally good. There has been no serious illness and comparatively little slight illness.

LITERARY SOCIETIES.

There are three literary societies in the School, as follows: The Normal Debating Society, composed of young men of the Normal School; the Thencanic Society, composed of young men of the Model School, and the Society of Literary Workers, composed of young ladies from both Schools. These societies have the usual purposes common to literary associations. They are in a prosperous condition, the attendance and interest being up to the usual standard.

"THE SIGNAL."

The above is the title of our School magazine, a periodical published quarterly. This magazine is of a very creditable character. It is rapidly attaining a wide circulation, and is attracting attention to the School, as well as furnishing a medium for the publication of such matter as is of interest to the friends of the School.

The editors are chosen from the School, and very much of the composition is by the students. It is published at a cost of sixty cents per year. During the past year the circulation has been good. The Alumni column has proven of special interest, enabling the readers of the magazine to follow the work of those who have gone out from the School.

ALUMNI ASSOCIATION.

The Alumni Association, organized three years ago, held its fourth annual meeting June 29th, at 2 P. M., in the library of the new building.

The meeting was called to order by the President, Hon. Robert S. Woodruff. The following programme was carried out:

Piano Solo.....	Miss ANNA E. ALLER.
Address of Welcome.....	President ROBERT S. WOODRUFF.
Vocal Solo.....	Miss CLARA E. ROMER.
Address.....	Hon. ALFRED REED.
Vocal Solo	Miss HATTIE DICKINSON.

Banquet.—The after-dinner speakers were Robert L. Hoagland, Esq., Professor Ward, Francis B. Lee and George E. Briggs.

The following were elected officers for the ensuing year:

President—	ROBERT L. HOAGLAND, New Brunswick.
Normal Vice President—	M. W. SCULLY, Bound Brook.
Model Vice President—	WALTER ANTRIM, Camden.
Normal Secretary—	Mrs. JAMES G. PALMER, New Brunswick.
Model Secretary—	Mrs. HOWELL C. STULL, Trenton.
Treasurer—	ROBERT V. WHITEHEAD, Trenton.
Recording Secretary—	FRANCIS B. LEE, Trenton.

The exercises of the day were exceedingly pleasant. The numbers were not as large as on former occasions, but the enthusiasm seemed greater accordingly. The friends, scenes and incidents of other days were brought in review till all went away inspired with new zeal for Alma Mater and her cause.

The next annual meeting will be held on the Normal Commencement day.

The rule of membership is that any person having graduated from either of the schools, or having reached within one year of graduation, may join.

The Association desires to unite as many as possible of the alumni, and hopes that any one entitled to membership will send in his or her name and address, as it is very hard for the Secretaries to find the addresses of all.

COMMENCEMENT.

The exercises of Commencement week proved very interesting.

New and very attractive features were the Senior-day exercises on the afternoon of the 27th, by the Normal class, and class-day exercises on the morning of the 29th, by the Model class.

The Baccalaureate sermon was preached in the First Presbyterian Church, Sunday evening, June 26th, by Rev. J. Clement French, D.D., of Newark. The discourse was learned and eloquent, and left a lasting impression for good.

FARNUM PREPARATORY SCHOOL.

SUPERVISOR'S REPORT.

Farnum Preparatory School is located in the city of Beverly, noted for its healthfulness and beauty of situation, on a high bluff of the Delaware river, about fifteen miles from Philadelphia. The School is in the vicinity of some of the finest private residences to be found anywhere on the banks of the Delaware.

It was built by Paul Farnum in the year 1855, and on October 6th, 1856, it was formally opened as a school. By an act of the Legislature, approved March 20th, 1857, it was made a part of the State School System and placed under the control of the Trustees of the State Normal School, Mr. Farnum at the same time by will placing upon it an endowment of twenty thousand dollars.

OBJECTS.

The objects of the School are two-fold—

First. To furnish to the citizens of Beverly and vicinity a well-organized and well-conducted school, and the best advantages for the proper education of their children.

Second. To act in conjunction with the Normal School in the work of preparing teachers for the public schools of the State.

That the first object is attained is obvious from the continued patronage, notwithstanding that there are other excellent schools in the vicinity; and also by the positions held by the graduates of the School in business and in professions other than teaching.

That the second object is attained is seen by the fact that the graduates are found as teachers in the public schools throughout the State, but especially in the southern districts. It is true that the majority of these teachers are also graduates of the Normal School; for this School does not take the place of the work of the Normal, but supplements it, the pupils leaving this School to finish at the Normal.

Pupils intending to teach are admitted into the Preparatory Department—the four highest classes—free of tuition charges, and are required to sign the following contract, viz.: *The undersigned, having been admitted as pupils in the Preparatory Department of the Farnum Preparatory School, hereby declare it is their intention to qualify themselves for the profession of Teaching; and they hereby engage, on leaving this School, to enter the New Jersey State Normal School to complete the necessary training for that profession, or in default thereof, they agree to pay the tuition charges for the time they have been members of the Preparatory Class.*

These pupils are given daily lessons in teaching, and are required to assist the instructors in the work of the School. After passing through the Preparatory Department they are admitted into the Professional Course of the Normal School without examination.

The number in this Department the last year was 14, distributed as follows: Senior A, 7; Senior B, 6; Junior B, 1.

INCOME.

It will be seen by the Treasurer's report that there was collected from tuition fees during the year ending June 30th, 1892, \$2,378.15, as against \$2,455.30 the previous year—a decrease of \$77.15.

The income for the year was: \$960 from endowment funds; \$1,200

from the State, and the \$2,378.15 from tuition fees, making a total of \$4,538.15, while the total for the previous year was \$4,615.30, the difference being due to the decrease in tuition fees.

On the other hand, the expenditures for the year were \$4,379.88, while those of the previous year were \$4,498.90—a decrease in expenses of \$119.02.

The gain for the year was \$158.27, while that of the previous year was \$116.40; so that, financially, the year was more prosperous than the preceding, notwithstanding the number of drawbacks that were encountered during the year.

The School continues to hold its own as a paying school, as it has done for a number of years.

BUILDINGS AND FURNITURE.

The building is now in good condition. Very little had to be done the last year, and that only the necessary repairs incident to the ordinary running of a school. However, there is a probability that in the near future it will be necessary to put a new roof upon the building.

Some new furniture was bought during the year, owing to the increase in the Primary Department. There is need of more school apparatus, but with care all can be bought—a little at a time—from the income.

ATTENDANCE.

	Males.	Females.	Total.
First quarter.....	50	65	115
Second quarter.....	51	61	112
Third quarter.....	52	64	116
Fourth quarter.....	49	64	113
Total enrollment for the year.....	55	69	124

The greater number of the pupils are from the city of Beverly, although a large percentage come from the neighboring towns and villages.

There was a decrease in the total enrollment from that of the preceding year of three; but the decrease did not hold in the same ratio throughout the year. In the first quarter there was one less; in the second quarter five less; in the third quarter two *more*, and in the fourth quarter thirteen *more* than the corresponding quarters of the previous year. In the Preparatory Department there was a falling off of *five*; in the Intermediate a falling off of *nine*, but in the Primary an increase of *eleven*.

The School received a severe blow at the beginning of the year. There was every prospect of a good opening, but just at that time

diphtheria broke out in the city and vicinity and threatened to become epidemic. On the day after the opening in September, the School was closed by order of the Board of Health and kept closed for two weeks. At the re-opening a great number of the pupils did not return, and many did not return during the whole year, for there was more or less of diphtheria and scarlet fever during the first half of the year.

Considering this drawback, it is remarkable that there was a decrease in numbers of only three, and a decrease in tuition fees of only \$77.15; while there was an actual increase in the gain for the year over that of the preceding year.

GRADUATES.

A class of ten were graduated in June, six ladies and four gentlemen. Of the ten, five—three ladies and two gentlemen—were under contract to enter the State Normal School, four of whom entered in September. Of the remaining members, one entered the Normal School at Trenton, one the University of Pennsylvania, and one is studying medicine, while the others have not decided upon their future work.

COURSE OF STUDY.

The first thought in arranging the course of study is preparation for the Normal School and for teaching. But as there are pupils in the School preparing for the different colleges, and others who finish their education here, it is necessary to arrange the course to meet all of these demands. The course of study follows the registry.

There are four teachers in the School, assisted by the various Normal pupils, who are employed throughout the year in some one of the departments. The experience thus gained by these pupils is found to be of great benefit to them in their future work.

SOCIALS AND ENTERTAINMENTS.

Frequently during the year, after school hours, the pupils were permitted to assemble in the audience-room for the purpose of a good time socially, and of becoming better acquainted with each other. These socials, the management of which was in the hands of the members of the Senior A Class, have had a decided influence for the better upon the conduct of the pupils.

At Christmas time there was a public entertainment given by the pupils, consisting of charades, tableaux, colloquies, &c., the members of each class being responsible for a portion of the entertainment, thus increasing the interest to both pupils and parents.

COMMENCEMENT.

The Commencement exercises in June passed off with unusual interest. A large audience was present, and the members of the class acquitted themselves with credit.

Respectfully submitted,

JAMES M. GREEN,

Principal.

REPORT
OF THE
New Jersey School for Deaf-Mutes.
1891-1892.

WESTON JENKINS, SUPERINTENDENT.



SCHOOL FOR DEAF-MUTES.

SUPERINTENDENT'S REPORT.

Although the New Jersey School for Deaf-Mutes is of quite recent origin, its establishment by law dating only from the year 1882, and its first pupils having been received in 1883, the work to which this institution is devoted has, for more than half a century, received the attention and support of the State. The demonstration by the elder Gallawdet, in the asylum at Hartford, of the possibility of educating the deaf was followed, in a few years, by the founding of institutions for this class of children in New York and in Philadelphia.

The Legislature of New Jersey made provision in 1833 for the support, at State expense, in these institutions, of deaf-mute children of suitable age and capacity, whose parents or guardians should be unable to bear the charge of such support.

In order to make clear the propriety of this expenditure on the part of the public, it is necessary to state fully the problem presented to the philanthropist and to the educator by the condition of the deaf-mute child.

And first it is to be noted that the sole defect, physical or mental, under which, at the outset, persons of this class labor is the lack of the sense of hearing. All discussion of their condition, therefore, which proceeds upon the assumption of certain innate peculiarities of "the deaf-mute mind," is altogether wide of the mark.

It remains to be shown how it is that the want of this sense should render children thus afflicted a class apart, specially in need of skilled instruction and specially deserving of State help.

To the adult or to the adolescent, deafness is rather an inconvenience than a serious misfortune. It deprives him of many enjoyments, it obstructs conversation with friends, it obliges him to depend on means of communication which are either tedious or uncertain, or both. But as concerns his mental growth and his relations to the community, his misfortune leaves him a man altogether like other men.

Deafness in infancy or in early childhood, on the other hand, is, on the mental and spiritual side, the greatest misfortune that can befall anyone, excepting the impairment or loss of the mental facul-

ties, and this because it prevents the acquisition in the ordinary, natural way, of spoken language.

Whatever theories may be adopted as to the evolution of language in the history of the race, the ability to speak is acquired by the individual, as a result partly of conscious, but more largely of unconscious, instruction and imitation.

Probably in no part of our lives is the mind so continuously engaged in any one object, nor are the means used so perfectly adapted to the end to be reached, as during those earliest years in which we learn to talk. Everyone is the child's teacher; everyone unconsciously bases his teaching on sound pedagogic principles. His teaching lasts almost without interruption throughout his waking hours, yet his mind never flags and it never ceases to be a delight to learn. In the course of four or five years he has learned his mother-tongue, an acquisition, we may safely say, which, not only in practical value, but in its significance as related to his intellectual development, far outweighs anything that he will gain in an equal time thereafter. His vocabulary, it is true, is small; his knowledge of grammatical forms is defective; but he has already formed the habit of putting his thoughts into words without conscious attention to the process, and this given, everything in the way of mental development may be hoped.

It is, no doubt, possible to think without words, just as it is possible to cut without steel. Yet as the cathedrals of Europe would never have been reared by a people with no instruments but those of flint, so no prolonged or abstract thinking will ever be done by any one who cannot avail himself of the help afforded by language.

We seldom stop to think how the infinite mass of our mental impressions has been sifted and classified and packed away in the words which we use so easily, and how impossible it would be for us to handle all this material for thought in its original crudeness and bulk.

Now the great, the almost inconceivable difficulty in the way of the deaf-mute child is this, that with a mind ready to unfold and to gather and assimilate from other minds what it needs for its normal growth, his powers of memory, comparison and judgment active, he is shut off from the only means by which free intercourse with other minds may be had, and by which the results of his mental operations may best be preserved and be made useful to him in his further progress.

He must, as it were, in his thinking work out every figure of the problem, where others can use a logarithm. He must carry his mental currency in copper for want of the silver of speech.

If not instructed by some one who has found a way to bridge the chasm between him and his fellows, he can have no adequate ideas, such as even the absolutely-illiterate hearing person possesses, of right and wrong, of the sources, civil and religious, which prescribe rules of conduct, and of the sanctions by which their commands are sup-

ported. In short, the uneducated deaf-mute lacks all the conceptions which distinguish the member of a civilized community.

Lacking such knowledge, it follows that the ordinary restraints of society will not act to hold him back from crime, and that at the same time he cannot be held accountable for actions whose culpability he is unable to understand. In fact, the courts of most civilized countries have so held in repeated instances.

From another point of view the desirability of education for the deaf-mute, on the ground of his own need, is not less strong. Shut off from intercourse with other minds, he is by his misfortune virtually condemned, so far as regards his intellect and soul, to a life-long solitary imprisonment.

The interests of society and the promptings of compassion, therefore, alike urge the duty of the public in the education of the deaf-mute.

From what has been said as to the nature of the deprivation which the deaf-mute suffers, it may be inferred what end is to be aimed at in his education. The mere imparting of facts—a most unworthy, though a very common, conception of the function of a school—is the least part of what needs to be done in the education of the deaf-mute.

He needs to be trained to think as other men think, to be brought to the knowledge of himself as a member of the community, with rights and duties of his own, and to be placed in possession of a means of communication with the minds of others. To these ends, all the knowledge he may acquire of arithmetic, geography and history are quite secondary—or rather, these studies are pursued only as means to these ends and not for such value as they have in and of themselves.

In view of the special difficulties which beset the deaf-mute in solving the question of self-support, and of the educational value of manual work, if rightly directed, industrial training also claims a place in a school for deaf-mute children.

The most ready way to develop in the deaf-mute child the power of connected thought, and to convey to him those ideas, which, essential to man as a social being, are the common possession of wise and of simple alike, has seemed to many teachers to lie through the expansion of his own crude language of gestures.

As, however, these gesture-signs are fully intelligible to the few who have studied them, it is evident that, however they may serve to awaken the mind at the outset, it is not by this means that deaf-mutes can be brought into touch with the rest of the world. Written and spoken language alone can fulfill that office.

The difficulty of the task of teacher and of pupil in the acquisition of language by the deaf-mute can hardly be overestimated. The pupil begins the task at an age when the imitative propensity, so great an aid to the little child in learning to speak, has somewhat weakened.

Rhyme and rhythm, so largely and so helpfully used in the nursery and in the kindergarten, cannot reach him. He can learn nothing by the purely receptive process which plays so large a part at this stage of the hearing child's education, but every step must be taken by a conscious effort. His instruction in language is mostly confined to the few hours daily spent in the school-room, and, even when receiving instruction, words can be presented to him, whether by writing, by finger-spelling, or by speech, only very slowly as compared with the rapidity of ordinary conversation.

If, with pupils thus handicapped, the teacher lays out a rigid curriculum, conforming closely to that of schools for hearing children, he is in danger of making his chief aim that of passing his pupils through the successive grades, to the comparative neglect of their growth in the power of thought and of expression through language. On the other hand, the direct study of language itself, in word inflections and in sentence forms, becomes hard and mechanical, and does not, in the true sense, teach language, although it may teach a great deal about language.

The cardinal principle on which the course in this school is based, is, that in all our work the English language is the chief thing to be taught, but that the language is best taught by using it to express those ideas in which the pupils can be most strongly and most profitably interested.

The very first thing in the teaching of a deaf child is to establish a common interest between him and his teacher in the discovery or recognition and the statement of facts. Work in form and color is found to afford the readiest means of establishing this community of interest, as the children are at once eager to imitate a figure formed by laying a pattern in sticks, or to select a ball or a splint of a given color.

The names of a few familiar objects which are always at hand are then given, and are kept constantly before the eyes of the class, who very soon learn to connect the names with the objects. The names of the children and of the teacher and of other persons whom they often meet are learned in the same way. Orders and requests, such as are of daily use, are written out, and, as occasion arises for their use, are given from the written form. The sentence is now introduced in the narrative form and in the perfect tense, describing an action performed in the presence of the class.

First is given the subject with an intransitive verb, then is added an adverbial phrase of place or of direction, then follows the sentence with transitive verb and its object, and afterwards is added the adverbial phrase as with the intransitive verb.

Adverbs and adverbial phrases of manner and means are taken up at a later stage.

The forms of question and of command are developed from the declarative sentences already learned. Adjectives are next combined

with nouns, those of color taken up first, and those indicating qualities strongly contrasting with each other following, and always being taught each with its opposite.

The numbers up to ten are taught concretely. The date, including the day of the week, written every morning on the slate, helps in laying the foundation for number work and in fixing the idea of past and of future time, for which the tense forms are now taught.

Personal pronouns are taught gradually by substituting them for nouns in the pupils' work in such a way as to make the convenience of the substitution evident to him. Pictures are very largely used, and the actions shown are described in such language as the pupils have at command.

The pupils are encouraged to relate as best they may the little events of their daily life, and to observe and describe all that they can of the facts of nature and of the doings of those around them.

Idiomatic phrases, directions and questions, such as they find occasion for, but which they cannot as yet fit in with the formulas of language which they have learned, are memorized and kept in a shape for ready reference.

Geography is begun by teaching the points of the compass and units of length—the foot and the pace as applied to the school-room and the grounds, the mile when longer distances are in question.

The map of the State, on a scale large enough to show plainly distances which the pupils have walked, and with railroad lines clearly marked on it, fixes the notions of direction and of distance, and enables the pupils to find their respective homes and to recognize natural features of the country with which they are familiar. Arithmetic is taken up by analyzing the numbers with which the pupil is already acquainted, and extending the process to larger numbers.

This number work is applied at first chiefly to measurements, and to the account of such small money transactions as the pupils are familiar with.

Short stories of a familiar cast are told, which the pupils are encouraged, but not required, to repeat afterwards. Indeed, all through the course it is assumed that the ability of the pupil to understand language is and ought to be far in advance of his ability to use language independently.

To avoid confusion, his development in the use of language must proceed mostly along certain tolerably well-defined lines, but in receiving language in the form of stories new idioms, tenses and forms may be used with no regard to systematic arrangement.

Some of these stories are historical, and the pupils who have already in their own experience taken note of the passage of, perhaps, three years, are trained to estimate the distance backward in time to the events related.

At this stage, the mythology of childhood—stories from the Arabian Nights, Grimm's Household Tales and the nursery stories such as

Cinderella, Puss in Boots and the like are given. The place given to such subjects is justified by their value for ethical teaching, the motives and the rewards or punishments, of good and of evil conduct, respectively, being strongly painted in the gross material colors which alone the young child can appreciate. They have the special advantage for the deaf that they strongly hold the attention, and so are admirably adapted for language-teaching, and the very impossibilities of the stories serve a purpose in counteracting the extreme literalness which generally characterizes the deaf and dumb, and which hinders them in the understanding of figurative, humorous and ironical language.

The common forms of language and a fairly-large vocabulary having now been mastered, the news of the day, as given in the papers, receives attention, and, with the help of maps, pictures and explanations by the teacher, does much to give an understanding of the world and of its people.

From this point, the aim of the teacher is chiefly to lead the pupil to the discovery that there is to be found in books an endless amount of interesting and useful information, and, to use Dr. Holmes' apt illustration, to put him on such terms with books as a stable-boy is with horses.

Biographies, reference-books of simple style, stories of travel and adventure are largely used. In this way a general knowledge of geography, of history, of arts and manufactures and of literature may be gained, while, under the direction of a skillful teacher, the work of acquisition has been exercise rather than drudgery.

Text-books are used in the School only to a limited extent, but pictures of plant and animal life, of scenery and of the processes in arts and manufactures, as well as specimens of food stuffs and materials of clothing, are kept in variety and are constantly employed.

Among the text-books most used are Miss Fuller's and Miss Swett's Readers for deaf children, Miss Barton's Language Lessons in Arithmetic, Baldwin's Industrial Primary Arithmetic, Potter's Geography and Monteith's Popular Science. In the teaching of geography and history, text-books of several different kinds and books or magazines containing information on the subject of the lesson are placed within reach of the class, and each pupil is required to find what he can from any or all these sources on the subject. It has been found that our pupils in studying a fixed lesson in one particular book will almost inevitably fix their attention on the mere words, which they can often memorize with surprising facility, while they fail to attach any clear meaning to what they have studied and recited.

By the side of the instruction in language is given training of the senses and of the muscles. Form-study is continued through the course by means of clay-modeling, paper-cutting and folding, drawing and, with a part of the pupils, joinery and wood-carving. Color instruction is given with tablets and tissue paper, water-color work and,

in special classes of girls, combination of colors is taught in connection with dressmaking. Designing and china-painting are taught with such success that graduates of the School have been able to follow these occupations as means of support.

The faculty of observation is trained by lessons adapted to the capacity of the pupils. The collecting of natural objects and noting their qualities, the watching the growth of plants from their seeds, the performing and recording of simple experiments in the physics and chemistry of common things, with the construction of the simple apparatus used in these experiments, are among the means used for this purpose.

A number of the pupils are taught the art of printing, both as a means of furthering their education in language and as a means of support in after life. From the office of the School are issued *The Silent Worker*, a ten-page monthly containing educational suggestions, news of the deaf, especially in this State, and general reading matter; *The Printer's Apprentice*, a little sheet containing technical instruction and other matter for the especial benefit of the classes in printing, and the *Daily Bulletin*, a little broadside giving the news of the School and such outside matters as may be of interest to the pupils.

Shoemaking is taught as a handicraft to a considerable number of boys.

Classes in joinery and cabinet-making not only acquire skill in this class of work and make most of the ordinary repairs to the buildings and furniture, but construct models of buildings and of many articles of common use, which are very helpful in the class-room instruction of the younger pupils, supplying, so to speak, the text from which the conversation may be drawn naturally to the subject in hand.

The course outlined above is only in a general way similar to those followed in other schools for the deaf, and is evidently elastic enough to afford free play to any especial bent or aptitude on the part either of teacher or of pupils. In general it may be said that whatever course of teaching does most to make familiar to the deaf child the language of daily life, and to cultivate in him the habit and the taste of reading, is for him the best, irrespective of the subjects through which he has been taught.

The School is situated on the eastern outskirts of the city of Trenton, and the grounds comprise about eight acres. There are on the premises the main building, three stories high, about two hundred feet long, with an average width of forty-five feet, the boiler-house, fifty-two by twenty-two feet, and the stables. The basement of the main building is used for kitchen, dining-rooms, store-rooms and girls' clothing and play-rooms.

The first floor contains offices, school-rooms, printing office, assembly-room and boys' play-rooms. On the second floor are the dormitories, hospital apartments and bath-rooms. The third floor contains dormitories, matron's room, servants' rooms and storage-rooms. The

boiler-house basement contains the boilers of the steam-heating system used throughout the institution and space for the storage of coal. The laundry is on the first floor, and the shops for carpentry and shoemaking on the second. No machinery is used in the shoe-shop, as the object is not to produce shoes at the lowest cost, but to teach, as thoroughly as possible, how a shoe is made.

The printing office is supplied with a considerable variety of type and with a Gordon medium press, printing a page ten by fifteen inches. The school has a library of over five hundred volumes, only a small part of which, however, is adapted for the use of the deaf, most of the books having been presented from the duplicate list of a public library, and not having been selected at all with reference to this particular purpose.

The whole number of pupils received in the School since its opening is 263, credited to the several counties of the State as follows :

Atlantic	4
Bergen	4
Burlington	9
Camden ..	14
Cape May.....	1
Cumberland.....	7
Essex.....	62
Gloucester.....	5
Hudson.....	41
Hunterdon.....	6
Mercer.....	20
Middlesex.....	9
Monmouth.....	12
Morris.....	7
Ocean.....	6
Passaic	23
Salem.....	3
Somerset.....	4
Sussex.....	4
Union ..	8
Warren	14

The proportion of pupils from the several counties to the population of each is tolerably uniform, except that a considerable excess is noted in the urban counties of Passaic and Camden, and a very large excess in Hudson, Mercer and Essex.

Of the pupils received from Hudson county, 39 out of a total of 62, or a trifle less than 52 per cent., are of foreign parentage, and of those from Essex, 28 out of 41, or nearly 55 per cent., while of the pupils from the rest of the State only 45 out of 160, or barely more than 28 per cent., are of foreign parentage.

Of the pupils received from Mercer county, only 7 out of 20, or 35 per cent., are of foreign parentage. The large number of pupils from this county, in proportion to its population, may be accounted for by the fact of the School being within its limits, and of the more

complete gathering in of the deaf children from its immediate vicinity. On the whole, the evidence points to the conclusion that the children of foreign-born parents are more subject to deafness than those of native parentage.

Of the whole number received, 7 are the children of deaf parents, representing 4 families with a total of 9 deaf children. There have been represented in the School 12 families of which the parents are both hearing persons, with no record of deafness in the direct or in the collateral ancestry, in each of which there are 2 or more deaf children. One of these families contains 5, one 4 and three 3 deaf children.

Intermarriage among relatives does not appear as a prominent cause of deafness among our pupils, only two cases occurring in which the parents were as nearly related as first cousins.

Inquiries lately set on foot as to the present occupation of former male pupils show that 8 are laborers, 8 shoemakers, 6 printers, 4 carpenters, 1 wheelwright, 2 tanners, 1 harnessmaker, 1 hatter, 1 shade-maker, 1 confectioner, 1 butcher, 1 watchmaker, 2 silk weavers, 1 ball-player, 1 farmer, 1 taxidermist, 1 china decorator, 1 glass stainer, 1 wire-worker, and 1 electric-light workman.

Of the former female pupils, 3 are dressmakers, 4 seamstresses, 1 designer in rug factory, 1 hat trimmer, 2 laundresses, 5 work in factories, 3 are in domestic service and 5 are married.

The present number of teachers is 7, exclusive of the teacher of art, and of the instructors in the several industrial departments.

An increase in the number is urgently needed, in order to enlarge the work of oral instruction. It has been demonstrated that under favorable conditions, a large proportion of deaf children can be taught to speak, but to carry on this work successfully, a school should have at least 1 teacher to every 12 pupils.

A library of reference-books and of useful and of entertaining books for general reading, written in an easy style, is much needed.

A larger press is needed for the printing department, and a lathe and scroll-saw for the wood-working department.

Otherwise the School is well equipped for the work it has to do, so far as apparatus is concerned.

The buildings of the School, having been originally designed for a different purpose, and having been apparently intended for only temporary service, are far short of what they should be.

The institution is, however, obtaining good results in building up its pupils into intelligent and worthy citizens.

Very respectfully,

WESTON JENKINS,

Superintendent.



COURSES OF STUDY

IN

Form, Color, Drawing and Manual Training

FOR THE

STATE OF NEW JERSEY.

To be used as a guide in forming courses of study to entitle schools to receive State aid for manual training.

COURSE IN FORM STUDY, DRAWING, COLOR AND ELEMENTARY MANUAL TRAINING.

The object of this course is to develop the pupil through observation, thought, expression, imagination and creative activity. Its aims are industrial, educational, æsthetic. The definite purposes are:

1. To lead to skill in the use of the hand, and hence to industrial development.
2. To give opportunity for thoughtful observation of form and color and to train in a ready means of expression, hence leading to mental development.
3. To present objects of beauty, to cultivate the taste and provide for the enjoyment and appreciation of art, hence leading to æsthetic development.

These purposes are to be attained:

1. By the study of familiar objects leading to types of form and color, and also by the study of good examples of constructive, pictorial and decorative art.
2. By the use of the hand in expressing ideas of form and structure in clay, paper, wood and iron, and in expressing ideas of color by colored papers and the brush.

PRIMARY WORK.

The general methods of the work may be stated as follows:

1. An appeal to the interest of the child by objects pleasing to him, through association as well as through direct appeal to the senses of touch and sight.
2. Observation of form and color, and reference to the leading types of form, the sphere, cube, cylinder, hemisphere, square and triangular prisms, ellipsoid, ovoid, cone, pyramid and vase forms; and to types of the leading colors, red, orange, yellow, green, blue, violet, and their various tones and combinations.

3. Expression of form by modeling, making, drawing and language.
4. Expression of color by colored paper in decorative arrangements, and by brush when practicable.
5. Manual training through handling of form models, building and arrangements, clay-modeling, paper-cutting and folding, cutting and making, drawing.
6. The use of Form Study, Drawing and Color in other studies, both by teacher and pupil, giving means for ready expression, and thus leading to more rapid mental development.

First Year.

Type solids—sphere, cube, cylinder, hemisphere, square, prism, right-angled triangular prism.

The type colors—red, orange, yellow, green, blue, violet. Form and Color to be studied by direct observation from models and materials in the hands of the children.

As each type form is taken up the teachers should have a collection of familiar objects resembling the type in connection with it, so that the children may be led from the objects resembling the types to the type itself.

Each type form or model is to be studied both by sight and by touch, first as a whole, second as to surface and faces, third as to edges and corners. It is also to be studied by sight as to appearance in different positions with regard to the eye; as to number of faces visible.

From each type solid the shapes of its faces are to be learned, 1, circle; 2, square; 3, oblong; 4, triangle. The type forms, their faces and edges are to be studied as to position, 1, horizontal; 2, vertical; 3, oblique. The figures derived from the shapes of the faces of the type solids are to be used in arrangements.

The type colors are to be learned, first by an appeal to the color sense, second by name, third by use in making arrangements of colored paper.

Manual Training. This is to be obtained by handling, building and arranging the models, by the expression of ideas of form through clay-modeling of type solids and natural objects resembling them, by paper-folding and by drawing.

The work must be brought to the comprehension of the child, must be made attractive. The process must be that of development through cultivating power, rather than that of giving information. There must be opportunities given for imaginative drawing and for expression by drawing in nature study.

Language. The simple form terms should be made familiar to the children by frequent use in connection with the things which they represent. The children should also be called upon to use these terms in complete sentences.

Second Year.

Type solids. Ellipsoid, ovoid, equilateral triangular prism, cone, pyramid and vase form.

Type colors. Red, orange, yellow, green, blue, violet and their tints.

The methods should be the same as those used in the first year. The plane figures, ellipse, oval and triangles should be developed from the solids. The drawing of objects like the type forms and of objects should be continued and simple historic figures should be given. Some of the details of form, as diameter, diagonal—the relations of faces, edges and lines, as parallel, perpendicular—right, acute and obtuse angles—should be given.

Manual training. Handling and studying of models, clay-modeling, paper line work, folding, pattern-making, simple arrangements of colored paper, drawing.

Illustrative drawing is to be continued, and every opportunity given for free expression by drawing. Teachers must be careful, however, that this liberty does not lead to license.

Third Year.

Type solids: Sphere, cube, cylinder, hemisphere and square prism.

Type colors. The six leading colors, six intermediates and their tints, red violet, red orange, yellow orange, yellow green, blue green and blue violet.

Views of solids singly and in combination.

Appearance of solids and objects in simple grouping. Drawing of leaves and sprays, drawing of simple historic ornament as quatrefoils, crosses, shields, &c.

Manual training. Study of models, clay-modeling, making simple solids in paper, designs in colored paper, drawing.

Drawing in other subjects should be continued.

GRAMMAR GRADES.

The aim in this course should be to direct the knowledge of form and color previously obtained to application in constructive drawing, in pictorial drawing and in decorative drawing.

Fourth Year.

Constructive drawing. The views of the ellipsoid, ovoid and prisms.

Pictorial. The study of the appearance of cylindric objects below the eye; simple groups.

Decorative drawing. Simple historic ornament. Saracenic. Study of plant growth. Conventionalization of flower forms.

Manual training. Making simple objects of cardboard; the type forms studied, drawing. Decorative arrangements in colored paper. Borders. Artistic rendering.

Fifth Year.

Constructive drawing. Views of cone and objects resembling it. Views of simple objects.

Pictorial drawing. Rectangular models and objects.

Decorative drawing. Gothic units, plant growth in sprays and branches, rosettes and borders.

Manual training. Making solids and objects studied in cardboard. Decorative arrangements in colored papers, rosettes. If circumstances will permit, slip work in wood—making various simple figures, joints, &c.

Sixth Year.

Constructive drawing. Rectangular objects facing and turned. Working drawings, dimension lines.

Pictorial drawing. Rectangular objects turned, groups of models and objects.

Decorative drawing. Simple Gothic ornament, bilateral figures, borders.

Manual training. Making solids and objects in cardboard. Decorative arrangements in colored paper. Surface covering. If circumstances allow, simple exercises with the knife, forms of the solids.

Seventh Year.

Constructive drawing. Use of instruments, geometric problems, working drawings.

Pictorial drawing. Rectangular objects turned. Grouping of simple objects.

Decorative drawing. Simple ornament, Egyptian and Greek. Bilateral unit, surface-covering, study of plant form.

Manual training. Objects carefully constructed of cardboard or paper by the use of compasses. Decorative arrangements and bilateral units in colored paper. If circumstances will allow have simple exercises in sloyd.

Eighth Year.

Constructive drawing. Geometric problems, elements of framing joints, patterns and constructive designs.

Pictorial drawings. Studies of jars, books, baskets, steps, &c., grouped together.

Decorative drawing. Romanesque and Byzantine ornament. Natural growth, study of plants, flowers, decorative treatment, borders, panels, &c.

Manual training. Decorative arrangement in colored paper. If circumstances allow, elements of joining woodwork. [See special course in wood-working.]

Throughout the work in form study, drawing, color and manual training, the endeavor to lead the pupils to enjoy and to create beautiful forms, should be one of the principal aims—beauty is the finest expression of truth.

[The foregoing *course of study* alone will not entitle a school to receive State aid. It must be supplemented by a course or courses in advanced modeling, carving, wood or metal-working, sewing or cooking.]

COURSE OF STUDY IN WOODWORK.

[PREPARED BY EDWARD M. HEALY, INSTRUCTOR IN MANUAL TRAINING
IN THE STATE NORMAL SCHOOL.]

In Figure No. 1 (see plates at end) the butt joints are shown, and practice given with the back-saws cutting to the sides of lines. The uses of the try and bevel squares are also included.

Figure No. 2 affords practice in the use of the gauge and rip-saw.

Figure No. 3 is an exercise in planing which affords a variety of movements, all of which are calculated to produce results that are necessary to accomplish certain required ends.

Figure No. 4, boring, with the brace and auger bit, holes in exact positions which take different directions, is calculated to introduce an exercise in which good judgment regarding location and direction is the principal feature.

In Figure No. 5 is shown an exercise in chiseling diagonally with, across and parallel to the grain, which gives practice in the use of this important tool and at the same time affords an excellent opportunity for studying the grain of wood.

Nos. 6 to 12, inclusive, are lap joints that present a method of construction in which one surface of one piece comes in contact with the surface of the other.

Nos. 13 to 20, inclusive, are mortise joints, which are stronger than the lap joints, having twice the amount of fitting and gluing surface; this makes their execution more difficult than the figures which precede them.

Nos. 21 to 24, inclusive, are taken from the dovetail group; thus it is seen that in construction joints are divided into four groups or classes, viz., common butt joints, lap, mortise and dovetail joints.

In the teaching of this subject, system and method should characterize the work from beginning to end.

The parts or pieces which go to make up the structure should be distinguished; thus, pieces may be designated a, b, c, &c., and one side and edge of each piece may be designated as the face-side and face-edge, respectively. This gives position to the parts of a surface since it gives each surface a name. The other side and edge are designated nigh-side and edge, and the ends the right and left, or top and bottom, in accordance with their position in the drawing. In the completed project, the face-side and edge of each piece are to occupy the same positions that they do in the drawing, and the construction is begun with this end in view.

METHODS OF PRESENTING THE LESSONS.

First. The teacher presents to the class a model, which is then explained; he then directs the execution of the work, occasionally illustrating the important features of the lesson on the blackboard.

Second. The lesson is placed on the blackboard in the form of a working-drawing and the class "lay out" their work, which is corrected before they are allowed to proceed with the constructive part.

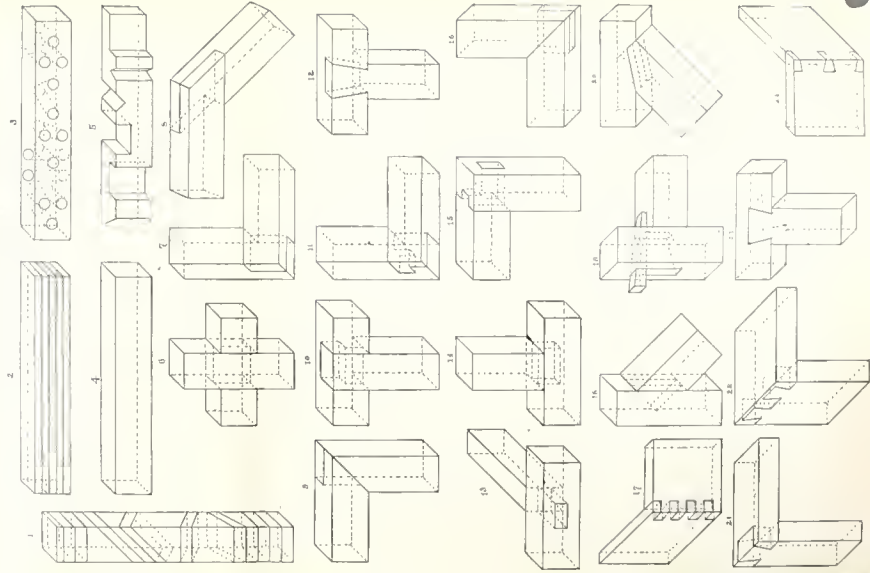
Third. The teacher may dictate the lines and measurements of a joint (which the class has never seen), then the methods of cutting and its use are explained, which are allowed by the execution of the work from which the class is required to make, in rough outline, working-drawings showing three views. This method of drawing is suggested, since it is a time-saving method and will serve to show how much the pupil understands working-drawings.

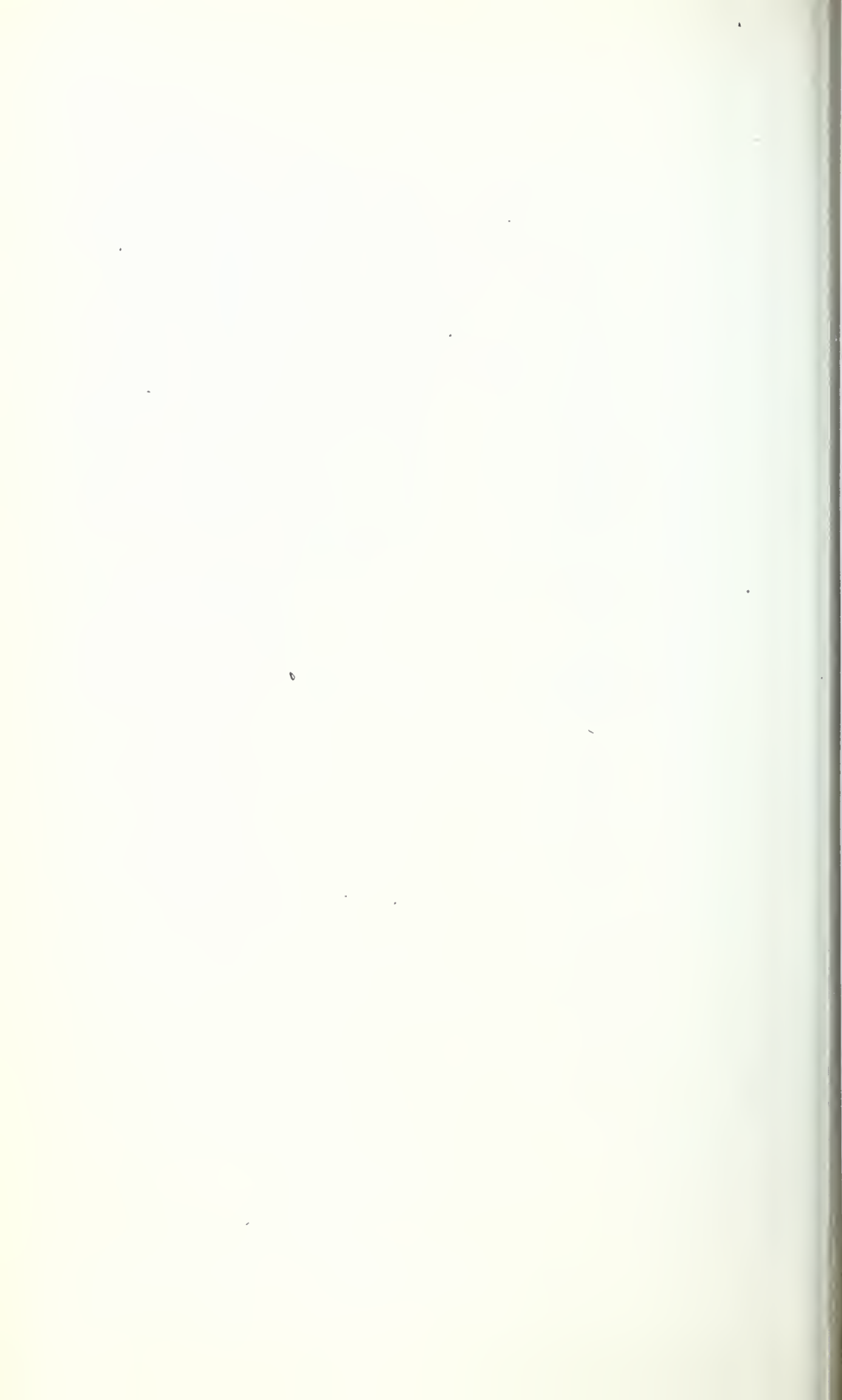
MATERIAL.

The most economical way of purchasing stock is to buy a quantity at a time—enough to last throughout the year. This will insure dry material, which is essential to good work. It can be procured in

MANUAL TRAINING.

WOOD WORKING COURSE.





strips with planed side and sawed edges, twenty inches long and of a width that will approximate the average.

White wood or yellow poplar is the cheapest, and, if well selected, the easiest to work of our common woods.

Questions relating to the theory, structure, purposes and uses of tools should be freely discussed with the class, to whom should be given occasionally a written examination as a means of refreshing their memories regarding the principles of the work.

A careful record of the standing of each pupil should be kept and reported, thus placing this subject on a plane with others.

As a rule, all work should be conducted as a class and not as an individual exercise; some confusion by this means will be avoided and much accomplished in bringing the class or indolent individuals up to the average in quick and thorough execution. This method need not lead to "the neglect of the individual," as the nature of this, as well as of all phases of manual training, necessitates a close relation between teacher and pupil.

Quick, thorough and systematic execution is one thing; slow, careless and haphazard execution is another.

TOOLS FOR EACH BENCH.

Work bench, with cupboards, 2 x 5; 1 rip-saw, No. 7 Disston, 6 pts. 22 in.; 1 cross-cut saw, No. 7 Disston, 10 pts. 22 in.; 1 back-saw, No. 4 Disston, 8 in.; 1 Buck Bros.' 1" chisel; 1 Buck Bros.' $\frac{5}{8}$ " chisel; 1 Buck Bros.' $\frac{3}{4}$ " chisel; 1 Buck Bros.' $\frac{1}{2}$ " chisel; 1 screw-driver; 1 12-oz. Madole bell-faced hammer; 1 Bridgeport, Conn., No. 108 brass hammer; 1 $\frac{1}{4}$ " Jennings bit; 1 $\frac{3}{8}$ " Jennings bit; 1 4" try square; 1 4" bevel square; 1 double gauge; 1 pair pencil compasses; 1 No. 26 Stanley jack plane; 1 No. 21 Stanley smooth plane; 1 saw-stop; 1 oil-can; 1 oil-stone, "Washita," in case; 1 No. 1 Stanley rule; 1 saw-horse; 1 slojd knife.

TOOLS FOR GENERAL USE.

One steel square; 1 Stanley No. 45 adjustable plane; 2 cabinet rasps, half round; 2 cabinet rasps, flat (coarse); 2 cabinet rasps, flat (fine); 1 cabinet file, half round (fine); 1 cabinet file, half round (coarse); 2 cabinet files, flat (coarse); 2 cabinet files, flat (fine); 1 Stanley No. 7 jointer; 1 Stanley No. 9 $\frac{1}{2}$ block plane; $\frac{1}{2}$ gallon La Page liquid glue; 1 Stanley hand-bender; 1 set Russell Jennings' auger bits; 1 set gimlet bits; 1 expansion bit; 1 countersink bit; 2 nail sets (coarse and fine); 1 dozen hand screws; 1 dozen carriage clamps; 4 Cincinnati door clamps, 3 ft.; 1 compass saw.

COURSE OF STUDY IN METAL WORK.

[PREPARED BY PRINCIPAL HORATIO DRAPER FOR USE IN THE CAMDEN
MANUAL TRAINING SCHOOL.]

The following course in metal work is intended to cover a period of three years ; but if a shorter course is desired three of the exercises in the first year's work in chipping, filing, &c., and some of the more difficult constructions of the third year's work, as well as the course in moulding, may be omitted.

The educational value of this work depends in no small measure upon the manner in which the course is taught. There is involved in each exercise a mechanical principle requiring for its development controlled muscular action and the use of particular tools. Besides teaching the principles underlying the use of the tools and the correct method of handling them, it is well to encourage inquiry into the physical and commercial history of the materials used.

That the student, at each step, may know clearly what he is attempting, he should not be allowed to commence his exercise, nor to continue it, without having before him a working drawing (drawn by himself). This drawing should contain, clearly marked, all the necessary dimensions, and the work should be finished to these dimensions.

Among pupils equally quick to grasp the idea to be worked out there is often great difference in rapidity of manual execution ; therefore, while in all cases the time consumed in producing an object should be noted, yet care must be used in fixing a limit of time.

Some of the results of a well-conducted course should be : Accuracy of measurement, delicacy of handling, a quick perception of means to ends, exactness of finish, &c.

CHIPPING, FILING AND FITTING—FIRST YEAR.

Care should be used in procuring the castings for the nine exercises given in the accompanying plates ; they should not be too hard ; they should be in length, breadth and height one-quarter inch more than in the finished piece, thus allowing one-eighth inch for chipping, &c., in all directions. The figures given in the plates represent finished sizes.

A complete set of appliances and tools for this work should include for each pupil the following :

Two cape chisels ; two flat chisels ; one 12-inch steel straight-edge ; one 6-inch steel scale ; one 4-inch graduated steel try-square ; one steel scriber ; one steel scraper ; one pair 5-inch steel spring calipers ; one pair combination dividers ; one 12-inch flat bastard file ; one

8-inch hand bastard file; one 12-inch coarse half-round file; one 12-inch smooth half-round file; one 10-inch flat smooth file; one center punch; one ball pein (1 pound or $1\frac{1}{2}$ pound) hammer; one dust brush; one denim apron. [Each pupil should supply himself.]

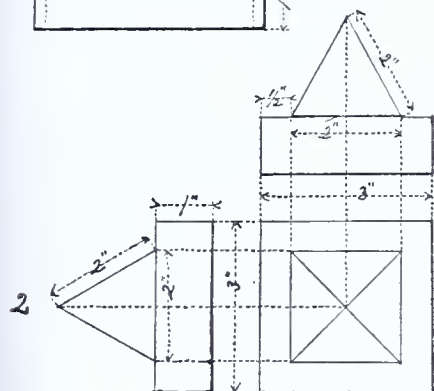
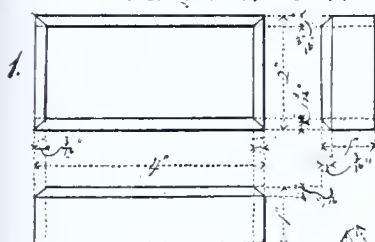
A solid bench not less than 20 inches wide and 33 inches high (it is well to have all the benches of a uniform height, and to supply platform for smaller pupils); Parker's parallel screw vise; a pair of brass vise clamps; a grindstone (with truing device attachment); surface plates (one to each four pupils); scribe gauges (one to each four pupils); steel protractors (one to each four pupils); oil cans (one to each four pupils); one 8-inch monkey wrench; steel letters and figures for marking work.

MATERIALS.

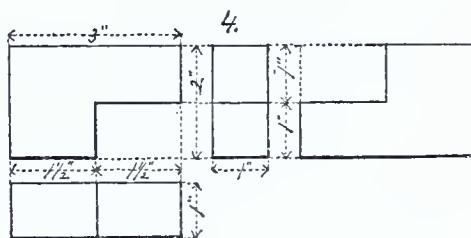
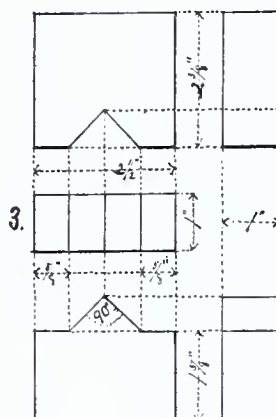
Sperm or lard oil (for use on surface plates, &c.); red chalk (in lumps for use on surface plates), white waste, emery cloth, castings.

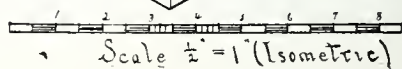
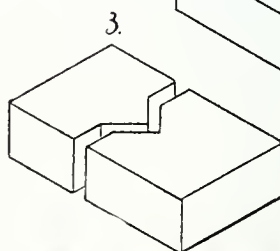
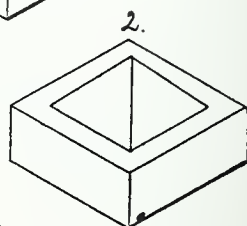
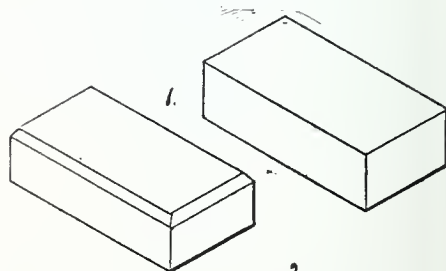
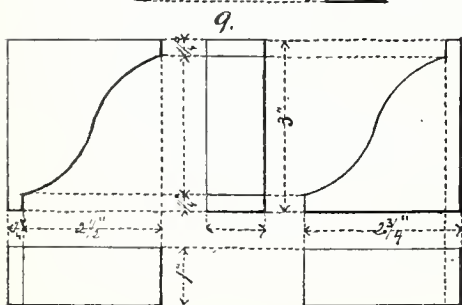
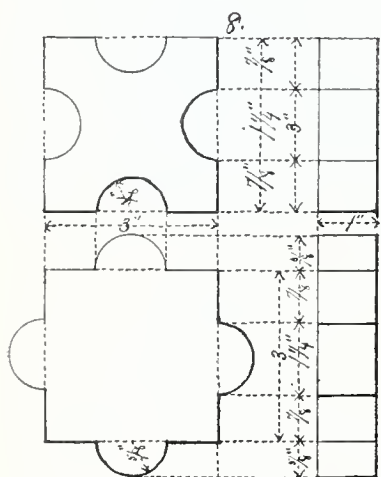
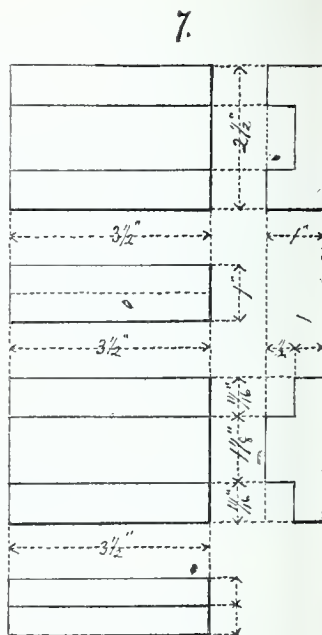
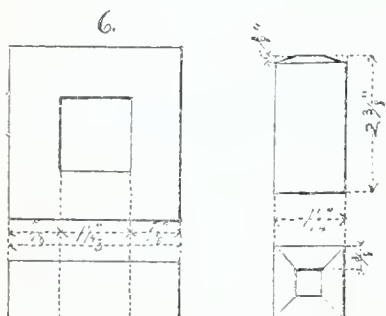
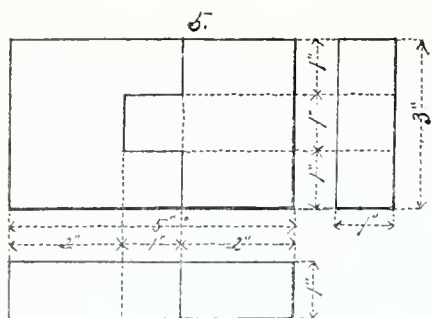
CHIPPING, FILING AND FITTING—FIRST YEAR.

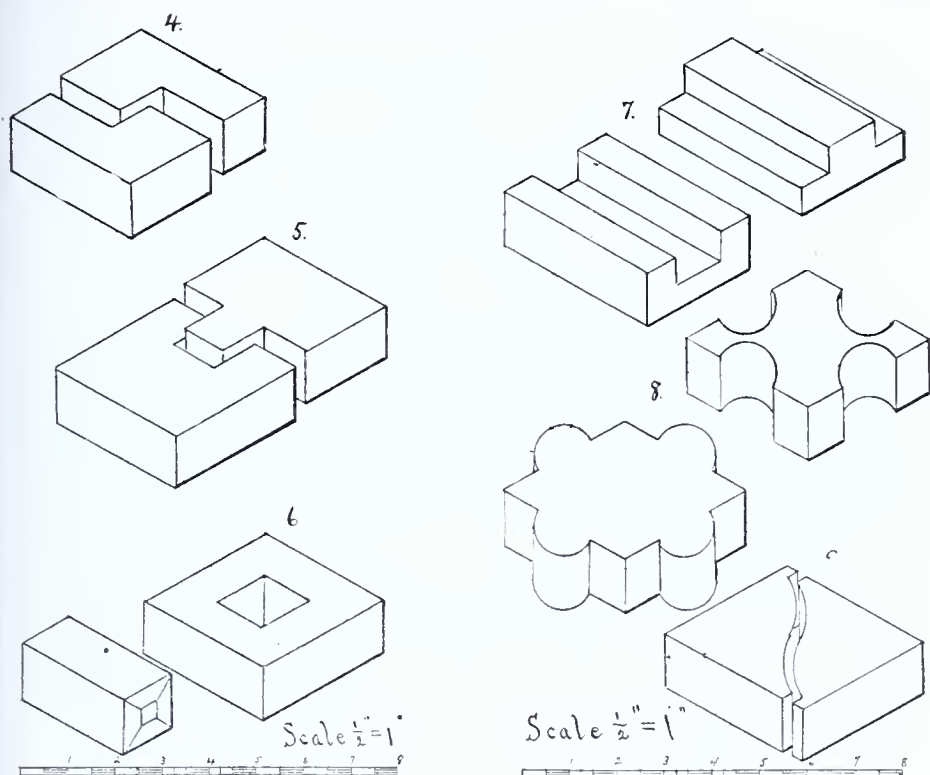
CHIPPING, FILING,
& FITTING.
First Year's Work.



Scale $\frac{1}{2}$ " to 1"







FORGING—SECOND YEAR.

Exercise I. [See plates at end.] (Made of Norway iron, because best suited for a novice, as this class of iron will stand the greatest amount of hammering with the least amount of separation of fiber or grain.) From a rod $\frac{5}{8}$ " square a piece is cut off, upset, drawn out, checked off and shaped into the forms—cylinder, square, prism, octagonal prism and center punch point, and the whole piece brought back to its original length.

Exercise II. The S hook, made of $\frac{5}{16}$ " round (common) iron, of given dimensions. [See plate.]

Exercise III. The ring, $\frac{3}{8}$ " round (common) iron, welded with the chain-link scarf.

Exercise IV. The square split ring, $\frac{3}{8}$ " square iron.

Exercise V. Three links of a chain, welded by the chain-link scarf; each link from $1\frac{1}{2}$ " to 2" long, $\frac{5}{16}$ " round iron.

Exercise VI. [See plate.] Introduction of the punch.

Exercise VII. Hook and staples; closed eye and twisted shank, $\frac{5}{16}$ " square iron.

Exercises VIII. and IX. Scarfing in two forms—the "lap" and the "v" $\frac{5}{8}$ " square iron.

Exercise IX. a. The welding of VIII. and IX.

Exercise X. Construction of blacksmith's flat-nosed tongs.

Exercise XI. Construction of bolts and nuts, square and hexagonal (with or without threads).

Exercise XII. Test work; dressing the cold chisels, &c.

TOOLS AND APPLIANCES.

Portable forge; 100-lb. anvil; $1\frac{1}{2}$ -lb. blacksmith's hammer (one for each two boys); one 10-lb. sledge hammer (one for the class); one square-edge set hammer (one for the class); blacksmith's calipers; closed tongs and hollow tongs (one of each for each two pupils); punches, $\frac{1}{2}$ " and $\frac{3}{4}$ " (one of each for each two pupils); blacksmith's squares (from two to six for the class); top and bottom fullers, $\frac{3}{8}$ " (two of each for the class).

MATERIALS, ETC.

Seven-eighths-inch square Norway iron; $\frac{5}{16}$ " square iron; $\frac{3}{8}$ " square iron; $\frac{5}{16}$ " round iron; $\frac{3}{8}$ " round iron, &c., &c.
Bituminous coal.

FORGING AND MACHINE WORK—THIRD YEAR.

Tempering, &c., chipping, filing, fitting, polishing and finishing.

Exercise XIII. Steel work, making chisels, flat, cape, &c.

Exercise XIV. Set of tools for iron lathe (two important ones given in the plate).

Exercises XV. and XVI. Making hammers. Ball pein and riveting, &c. (two given in the plates).

LATHE WORK.

Plain and curved turning in iron and brass, cutting right and left and square threads.

Riveting, drilling, tapping, &c., brazing.

ORNAMENTAL IRON WORK.

Scrolls, screens, grills, stand for tables, lamps, &c.

PIECE WORK—THIRD YEAR.

Construction by different pupils of parts of the lathe, dynamo engine, &c., the parts, when placed together, making a complete whole.

N. B.—Castings for small horse-power engines, with detail drawings, may be procured at many of the large hardware stores.

EXTRA TOOLS NEEDED.

Iron lathe, drill press, thread cutters (taps and dies), shaper or small-sized planer, amount depending upon the extent to which construction work is carried.

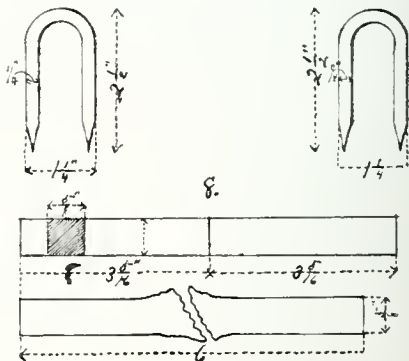
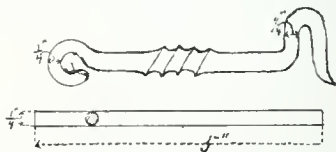
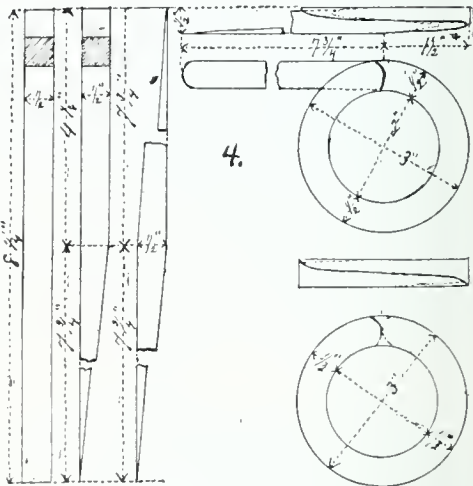
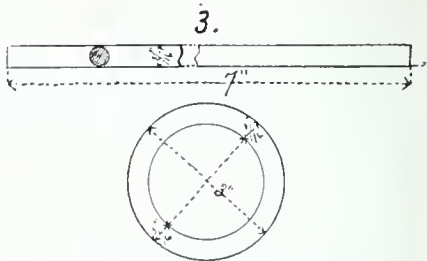
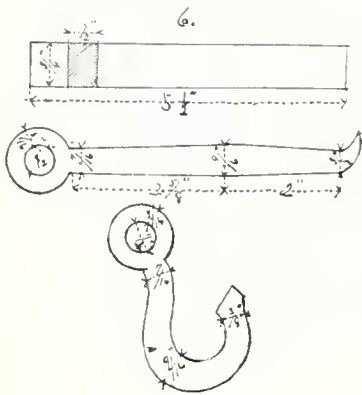
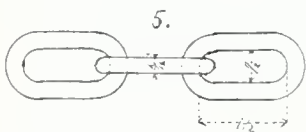
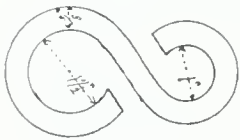
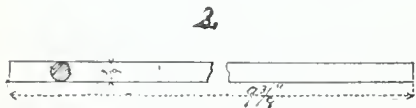
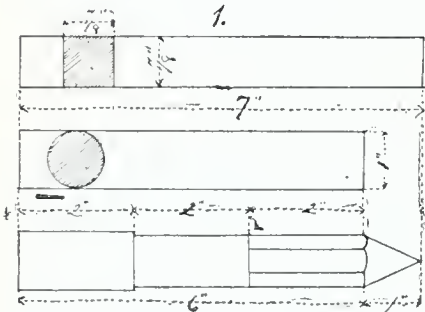
When possible it is desirable to run the lathes, grindstone, drill press, &c., by power. If the school is located near an electric plant, an electric motor from three to five horse-power will, all things considered, give the most satisfactory results. Less power might suffice, but it is not advisable to force a motor or an engine to its greatest limit.

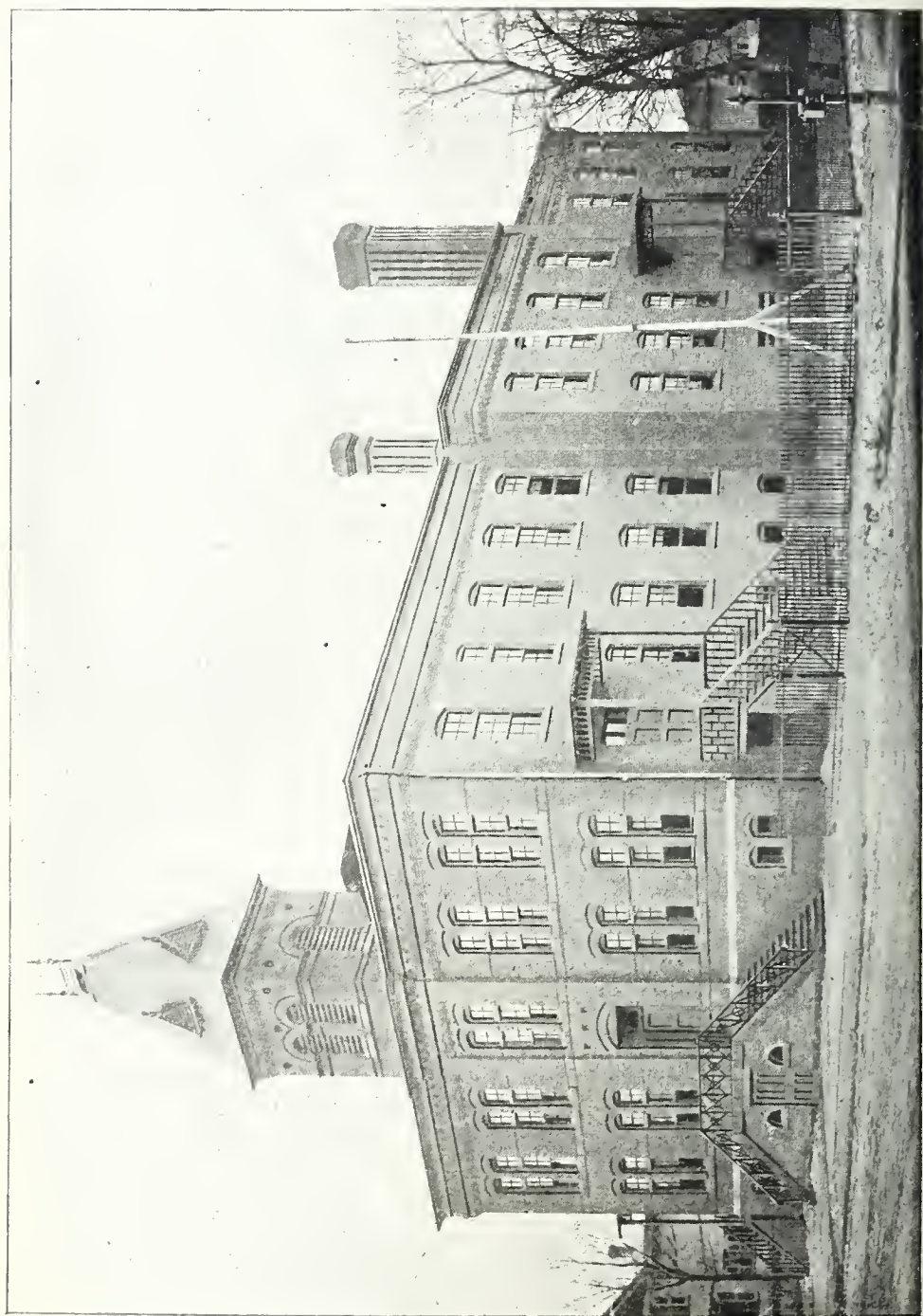
MOULDING—THIRD YEAR.

In lead. A few of the patterns in the woodworking course. Two or more visits to a foundry will give the class all the insight necessary from a manual training point of view. Appliances necessary, trough, flasks, sieves, trowels, moulding tools.

FORGING—SECOND YEAR.

Forging.
Second Year.





PENNSYLVANIA AVENUE SCHOOL.

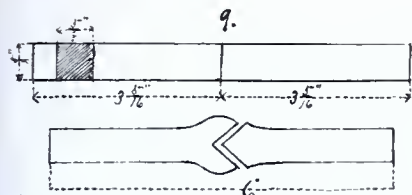
Atlantic City, - - - - Atlantic County.

The lot on which the building stands is on the corner of Pennsylvania and Arctic avenues, and has a frontage of 150 feet on each avenue.

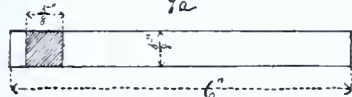
The building is 59 feet by 137, and contains fifteen class-rooms, each 24 by 30 feet. Principal's office, teachers' rooms, laboratory and library are also provided. The height of the ceilings is 12 feet.

The building is heated and ventilated by the Smead-Wills system, and is valued at \$15,000. The seating capacity is 600.

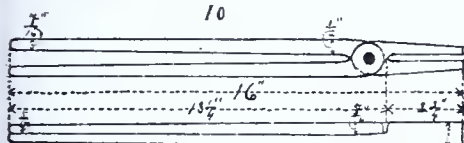
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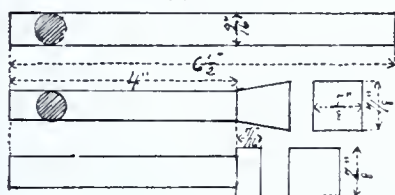
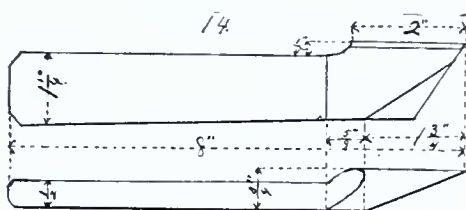
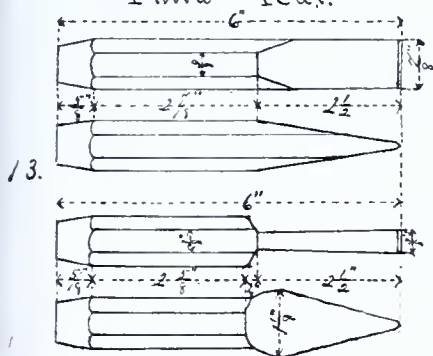
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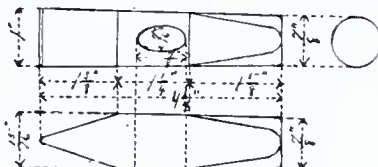
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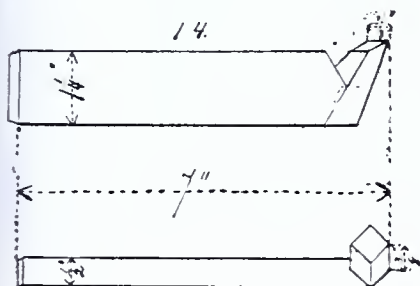
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Steel Work,
Third Year.

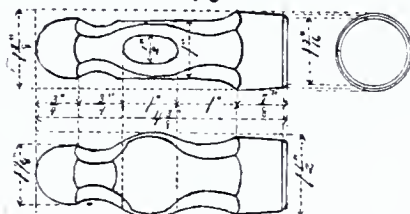
15.



14.



16.



TINSMITHING—SECOND YEAR.

Shaping, wiring and soldering.

Exercise I. The lap seam.

Exercise II. The lock seam.

Exercise III. and IV. Open cylinders, telescoping; lap seam on the inner one, lock seam on the outer one.

Exercise V. Cylindrical form: A cup.

Exercise VI. and VII. Cone and frustrum.

Exercise VIII and IX. Square pyramid and frustrum.

Exercise X. Application of No. IX.: A corner of a square pan.

Exercise XI. Application of No. IX.: A complete pan.

Exercise XII. Application of No. VIII.: Round pan, flaring top.

Exercise XIII. An elbow (cylinders and sections of them at angle of 45').

Exercise XIV. The T-joint.

TOOLS AND APPLIANCES.

Bench (solid, level surface), double iron (gas) furnace, tinner's mallet (two sizes), hand-grooving tools, riveting hammer, setting hammer, 6½'' flat-nosed pliers, soldering iron, plain dividers, scratch awl, rivet sets and headers, tinner's shears (straight and circular), raising hammer, beakhorn stake (two sizes), creasing stake, square coppersmith's stake, creasing swedge, square-face swedge, bench plate, bottom stakes (three sizes), hatchet blade, hollow mandrel, wire gauge, special 12'' maple rule, one set solid punches and chisels, one double stake (straight) with four heads, common square.

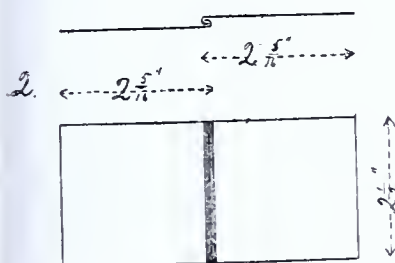
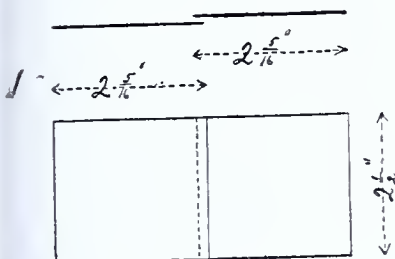
The above are all hand-working tools. The modern machines for shaping, &c., do not supplant them for educational purposes, hand and eye-training, &c.

MATERIALS.

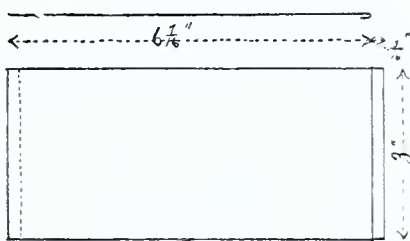
Box of tin, a few pounds of solder, muriatic acid and zinc (for making soldering mixture), wire, No. 13 and No. 14.

TINSMITHING—SECOND YEAR.

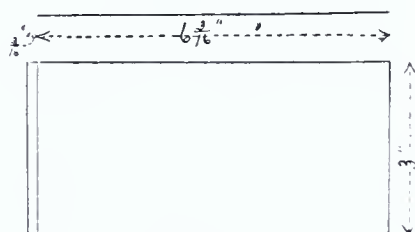
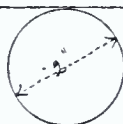
Tinsmithing.
Second Year.



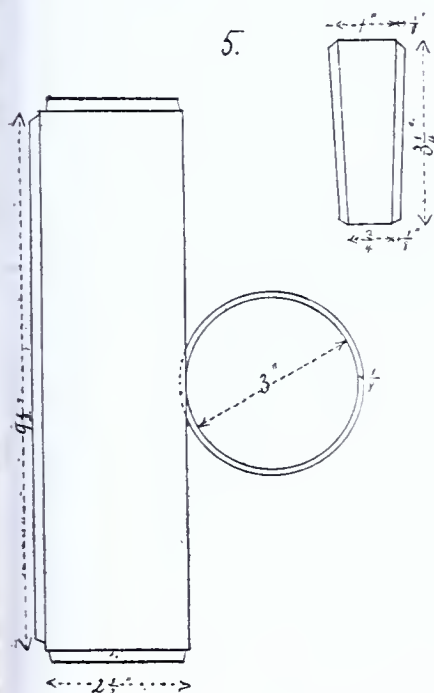
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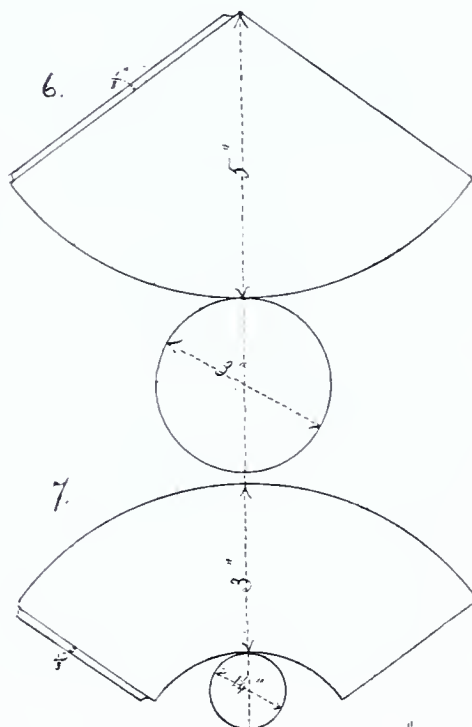
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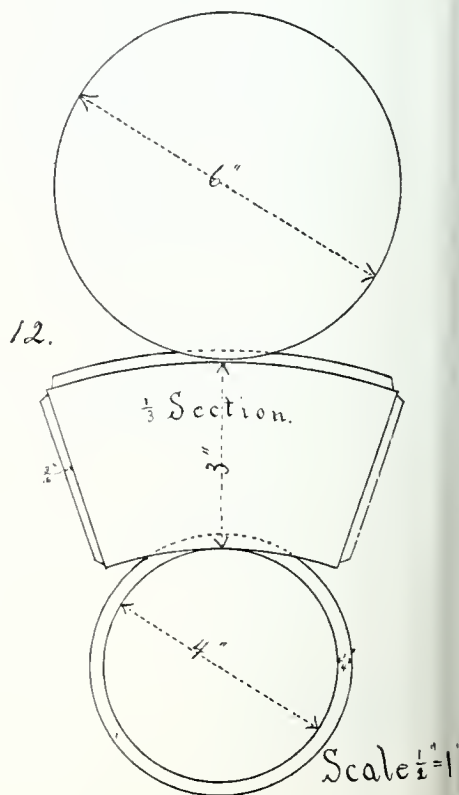
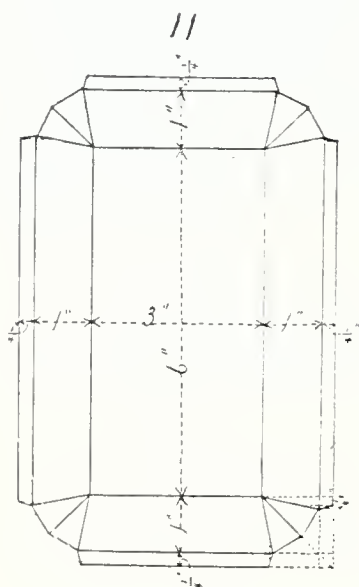
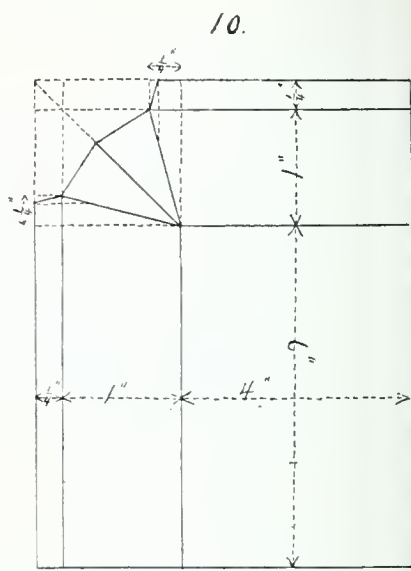
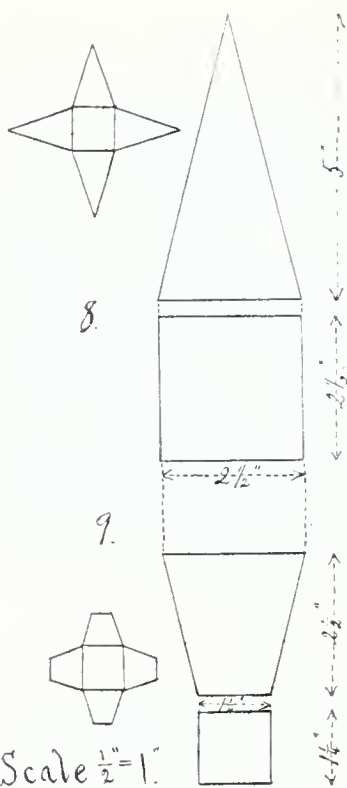
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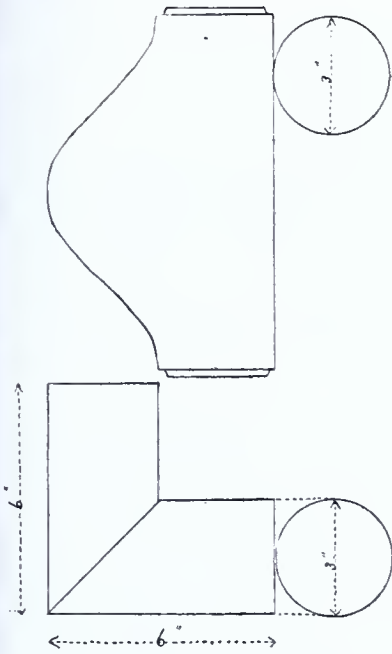
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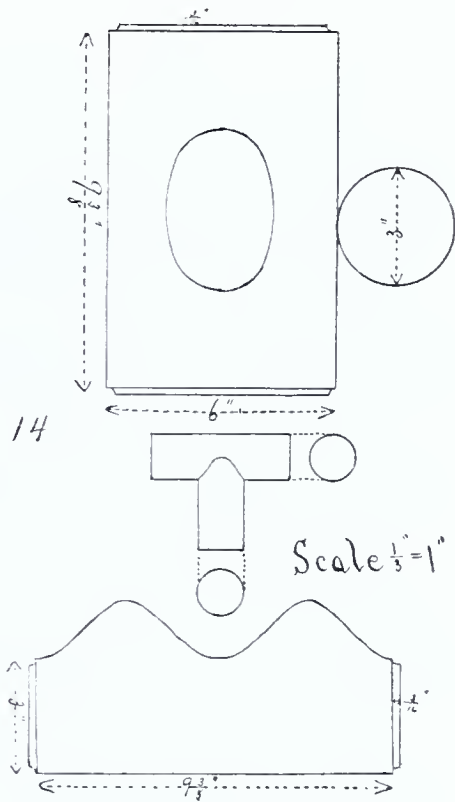


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REPORT OF MANUAL AND INDUSTRIAL TRAINING FOR THE CITY OF NEWARK—1891-1892.

[Organized under Act of 1881, Chapter CXLIV.]

NEWARK TECHNICAL SCHOOL.

ORGANIZATION, HISTORY, ETC.

The Newark Technical School has for its object in all departments the advancement of the manufacturing interests of the city, and its course is arranged with special reference to the intellectual wants and improvement of the working classes.

As far as is consistent with this, all interference with the plan or objects of other educational institutions in the city will be avoided. It is not a professional school, and does not aim to make experts.

It was organized in 1885, in accordance with the following law :

An Act providing for the establishment of schools for industrial education.

1. BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey*, That whenever any board of education, school committee or other like body of any city, town or township in this state shall certify to the governor that a sum of money, not less than three thousand dollars, has been contributed by voluntary subscriptions of citizens or otherwise, as hereinafter authorized, for the establishment in any such city, town or township of a school or schools for industrial education, it shall be the duty of said governor to cause to be drawn, by warrant of the comptroller approved by himself, out of any moneys in the state treasury not otherwise appropriated, an amount equal to that contributed by the particular locality as aforesaid for the said object; and when any such school or schools shall have been established in any locality as aforesaid, there shall be annually contributed by the state in manner aforesaid, for the maintenance and support thereof, a sum of money equal to that contributed each year in said locality for such purpose; *provided, however*, that the moneys contributed by the state as aforesaid to any locality shall not exceed in any one year the sum of five thousand dollars.

2. *And be it enacted*, That all moneys raised and contributed as aforesaid, shall be applied under the direction of a board of trustees, organized as hereinafter provided, to the establishment and support of schools for the training and education of pupils in industrial pursuits (including agricul-

ture), so as to enable them to perfect themselves in the several branches of industry which require technical instruction.

3. *And be it enacted*, That any city, town or township shall have power to appropriate and raise by tax, for the support of any such school therein, such sum of money as they may deem expedient and just.

4. *And be it enacted*, That there shall be a board of trustees of each of such schools, which shall consist of the governor, ex officio, who shall be president thereof; two persons selected by the state board of education, two by the citizens and associations contributing, two by the board of education, school committee or other like body of the locality where such school is established, and one by the common council, township committee or other governing body thereof, if such city, town or township shall contribute to the maintenance of such school; the said board of trustees shall have control of the buildings and grounds owned and used by such schools, the application of the funds for the support thereof, the regulation of the tuition fees, the appointment and removal of teachers, the power to prescribe the studies and exercises of the school and rules for its management, to grant certificates of graduation, to appoint some suitable person treasurer of the board, and to frame and modify at pleasure such by-laws as they may deem necessary for their own government; they shall report annually to the state and local boards of education their own doings and the progress and condition of the schools.

5. *And be it enacted*, That said trustees shall receive no compensation for their services; but the expenses necessarily incurred by them in the discharge of their duties shall be paid upon the approval of the governor.

6. *And be it enacted*, That all acts or parts of acts inconsistent herewith are hereby repealed, and this act shall go into effect immediately.

Approved March 24th, 1881.

The following supplemental act, making the trustees a corporate body, was passed by the Legislature in 1890:

1. BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey*, That the board of trustees of schools for industrial education, provided for and organized under the act to which this is a supplement, be and they are hereby created a body corporate under the name and style of "the board of trustees of schools for industrial education," with the right of perpetual succession, to sue and be sued, to purchase, lease and hold personal and real property, and to sell and mortgage the same, and with power to accept donations and bequests of money and property to be used for the purposes for which the said boards are constituted and organized.

2. *And be it enacted*, That this act shall take effect immediately.

Approved March 3d, 1890.

The current expenses of the School are defrayed from an annual appropriation of \$5,000 by the city, supplemented by an appropriation of a like amount from the State, in accordance with the preceding enactment.

The Trustees have purchased a piece of unimproved property 137x175 feet on High street, corner of Summit place, on which to erect a building as soon as sufficient money has been subscribed to warrant them in doing so. It is estimated this building will cost \$40,000.

Toward this amount the following subscriptions have been obtained :

John H. Ballantine.....	\$5,000
Robert F. Ballantine.....	5,000
Clark Thread Company.....	5,000
Gottfried Krueger.....	1,000
Franklin M. Olds.....	1,000
Krementz & Co.....	500
Frederick C. Wackenhuth.....	500

SCHOOL YEAR.

The school year begins the first Monday in October and ends the second Friday in May.

ADMISSION.

Applicants for admission must be at least sixteen years of age, of good moral character, and must pass a satisfactory examination in Arithmetic, Geography, History and English Composition, or present a certificate of graduation from a grammar school in Newark, to enter the first year class.

Applicants who are not prepared to enter the first year class may enter the preparatory class, provided they are at least fifteen years of age and proficient in the first four principles in Arithmetic.

Examinations for admission are held the first Monday in June and the last Monday in September.

Applicants for the preparatory class will be admitted at any time in the year if properly qualified.

For the advanced classes applicants will be received only at the beginning of the year.

Applications may be filed a year in advance.

No applicants are received who are attending other schools.

All applicants must be residents of Newark.

COURSE OF STUDY.

The regular course of study, exclusive of the preparatory class, requires four years.

PREPARATORY.—Arithmetic, Writing and Composition.

FIRST YEAR.—Algebra, to equations of the second degree. Physics; properties of matter. Descriptive Chemistry to the Alkalies. Free-hand Drawing.

SECOND YEAR.—Geometry, Algebra, Free-hand Drawing, Descriptive Chemistry finished and lectures on Agricultural and Technical Chemistry.

The lectures on Technical Chemistry relate to the applications of chemistry in manufacturing industries, and include among others the following subjects: Soap, Illuminating Gas, Coal Tar and its derivatives, Sugars, Photography, Bleaching, Dyes, Dyeing and Tissue Printing, Fermentation

and Brewing. The chemical nature of the materials used and the changes which they undergo in the course of manufacturing processes are considered, and collections of specimens illustrating the processes are shown as far as possible.

THIRD YEAR.—Algebra and Geometry completed, Theory of Cutting Tools, Mechanical or Architectural Drawing, Descriptive Geometry, Physics: dynamics, heat, dynamic and static electricity and magnetism.

FOURTH YEAR.—Trigonometry, Mechanics, Technical Chemistry, Physics: sound and light; Descriptive Geometry, Mechanical or Architectural Drawing, Steam Engineering: a course of ten lectures on the physical properties of steam, steam generators, steam motors and the indicator.

The course of lectures on Steam Engineering is open to persons who do not wish to attend the classes, on the payment of two dollars.

EXAMINATIONS.

Examinations are held twice a year, viz., the third week in December and the last week in the school year.

Students who are found deficient at these examinations will be examined previous to the opening of the school year, and if found deficient a second time, must repeat the year's studies.

READING-ROOM.

The reading-room is open whenever the School is in session, and Wednesday and Saturday evenings during the vacation.

The following periodicals are regularly received, and are accessible to the students:

Scientific American.....	Paid for by the School.
“ “ Supplement	“ “
“ “ Builders' Edition.....	“ “
American Architect.....	“ “
American Machinist.....	“ “
Engineering	“ “
Engineer	“ “
Chemical News.....	“ “
Popular Science Monthly.....	“ “
Electrical Review.....	Donated by the Publishers.
Electrical World.....	Donated by Hanson, Van Winkle & Co.
Electrical Engineer.....	“ “
Electrical Age	“ “
Western Electrician.....	“ “
Industrial World.....	“ “
Iron Age.....	“ “
Metal Worker.....	“ “
Jewelers' Weekly.....	“ “
Manufacturers' Gazette.....	“ “
“ Record.....	“ “
Railroad Gazette.....	“ Moses Bigelow & Co.

INDUSTRIAL MUSEUM.

Under this name a room in the new building is to be devoted to the illustration by specimens of industrial processes, showing the various stages in manufacture as far as possible from the raw material to the finished article, accompanied by models, drawings or prints of any important machines used in the different operations.

It is intended to be a permanent exhibition of the industries of Newark and vicinity, and it will be the aim of the School to add specimens from time to time illustrating any improvements made in processes or new articles manufactured.

The museum will also contain specimens illustrating technical processes from other localities.

It is intended to make the museum a prominent feature of the School not only for the student, but for the public in general, as an interesting and instructive place to visit.

It is hoped that manufacturers in the city will co-operate with the management in building up this important department.

REGULATIONS.

The sessions of the School are held five evenings in the week, viz., from Monday to Friday inclusive. The hours of each session are from 7:20 to 9:30.

Any student absent five times during the School year without a satisfactory excuse, will forfeit his membership in the School.

Students absent for sufficient reasons who wish to retain their places, must report to the Director either in person or in writing before the five absences are recorded.

Any student leaving the school-room before the close of the evening's work, will be recorded a half absence unless excused by the Director.

Any student who is not present when the bell strikes for his class, will be marked tardy. Five cases of tardiness will be equivalent to one absence.

For a breach of good behavior or a violation of the rules of the School, a student will be immediately suspended and reported to the Board of Trustees.

A student dismissed from the School can be reinstated only by application to the Board of Trustees.

Students are requested to notify the Director of any change of residence or occupation, as soon as such change occurs.

All text-books and drawing materials must be provided by the students.

TEXT-BOOKS.

Peck's Elementary Mechanics.
 Wentworth's Plane and Solid Geometry and Trigonometry.
 Wentworth's School Algebra.
 Wentworth's Grammar School Arithmetic.
 Faunce's Descriptive Geometry.
 Jones' Logarithmic Tables.
 Appleton's School Physics.
 Avery's Complete Chemistry.

GRADUATION.

Students who complete the full course of study will receive a diploma. Those who complete a partial course will receive a certificate.

A certificate will be exchanged for a diploma at any time on the completion of the full course of study.

NUMBER OF STUDENTS.

Preparatory class.....	100
First year class.....	99
Second year class.....	45
Third year class....	20
Fourth year class.....	12
Post-graduate students.....	8
Total.....	284

SPECIAL REPORT.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$1,000 00
Amount raised by special tax.....	.....
Amount received from the State.....	5,000 00
Amount received from other sources.....	5,000 00
Total.....	\$11,000 00

Expenditures.

Teachers' salaries.....	\$5,764 06
Plant	814 00
Material.....	100 00
Rent.....	1,400 00
Incidentals.....	950 39
Balance August 31st, 1892.....	1,971 55
Total.....	\$11,000 00

DRAWING.

1. *Names of teachers.*—J. Kinsella, A. W. Jacobi, G. O. Totten, Jr.
2. *Special salary paid.*—By the evening, \$3 and \$4.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 180; female, none.
5. *Number of lessons per week given each class.*—Some one, some two.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—See annual circular.
8. *Amount expended during current year.*—Plant, \$200; material, \$10.
9. *Total amount expended to date.*—Plant, \$1,000; material, \$10.
10. *Description of plant.*—Charts, models in wood and iron, plaster casts, drawing stands and tables, model stands, easels, &c.
11. *Description of character and amount of work done.*—Free-hand drawing from objects in outline, from plaster casts, mechanical or architectural drawing from sketches and models.
12. *State any changes contemplated for the coming year.*—We propose to discontinue the use of “flats” if possible.

Respectfully submitted,

CHAS. A. COLTON,
Director.

REPORT OF MANUAL AND INDUSTRIAL TRAINING FOR THE CITY OF HOBOKEN—1891-1892.

[Organized under the Act of 1881, Chapter CXLIV.]

HOBOKEN INDUSTRIAL EDUCATION ASSOCIATION.

ORGANIZATION, HISTORY, ETC.

A meeting in response to an invitation from three citizens, to assist "in the formation of an Industrial Education Association," was held on the evening of Friday, June 5th, 1885, at eight o'clock, at the residence of Mrs. Edwin A. Stevens, Castle Point, Hoboken, N. J.

The meeting was called to order by the Rev. G. C. Houghton, M. A., who nominated General George B. McClellan as presiding officer.

Upon assuming the chair, General McClellan spoke at some length on the object for which the meeting had been called, and then requested several expert gentlemen present to address the meeting on the subject of "Industrial Education."

Upon the conclusion of the addresses the following resolutions were presented, read and adopted:

Resolved, That this meeting be organized as the "Industrial Education Association" of New Jersey.

Resolved, That a committee be appointed by the president of this meeting to draft a constitution and by-laws and adopt the same.

Resolved, That the committee be authorized to select from their number officers of the association, who shall serve until their successors are chosen by the society.

Resolved, That the committee be requested to obtain from the trustees of the public schools of Hoboken, and of the several academies, to make a trial of one or more branches of the industrial system in the schools under their care; and further,

Resolved, That we pledge our hearty support to the committee in their endeavors.

The following committee, in accordance with the tenor of the above resolutions, was then announced by the Chair:

Rev. G. C. Houghton, M.A., Mr. August Stein, Mr. David E. Rue, Thomas H. McCann, Esq., Mrs. Edwin A. Stevens, Mrs. Archibald Alexander, Prof. Henry Morton, Prof. James E. Denton, Thomas F. Hatfield, Esq., Mr. Emil Cuntz, Mrs. Daniel S. Merritt, Miss Annie Sierck.

One of the signers of the original call for organization, Rev. G. C. Houghton, M.A., by request of the presiding officer, made some further remarks relative to the objects of the association, and the meeting was then duly adjourned. Those present were invited to partake of a collation in the dining-room of the Castle, and to be introduced to General George B. McClellan.

The committee appointed by General McClellan held its first meeting at Castle Point on the 19th of June. The Rev. G. C. Houghton, M.A., was elected chairman of the committee, and it was decided that the name of the association should be the "Industrial Education Association of New Jersey."

The necessary officers were elected, the constitution and by-laws adopted, and arrangements were made looking forward to the introduction of industrial education in the public schools of Hoboken, in the autumn, giving systematic instructions in sewing to the girls, and in clay-modeling to the boys, provided that all expenses attending such instruction should be borne by the "Industrial Education Association of New Jersey." A teacher, Miss N. N. Lowden, competent to give instruction in both branches, was secured, and a subscription list was circulated among members only. This realized a sufficient amount to cover the expenses of the outfit for eight classes and the teacher's salary, so that an appeal to the citizens in general was not necessary until the attempt to introduce industrial education into the public schools proved to be successful.

AN INDUSTRIAL EXHIBITION.

The association opened its first exhibition of children's work in the Stevens Institute of Technology, in Hoboken, Thursday evening, April 15th, 1886. The attendance was large and intelligent.

At 7 o'clock the Rev. G. C. Houghton, M.A., President of the Association, briefly pointing out the objects of the Association, gave a sketch of its organization, and told of the rapid progress that had been made, outlining the course of instruction, and then introduced Governor Leon Abbett, who was received with cheers. He said:

"I have the greatest sympathy with the industrial education of New Jersey, and I am pleased to see such an excellent collection of exhibits before me. Attempts have been made to place brain power in the fingers of the children. The object of the Association is to enlist the sympathies of the people in the incorporation of manual training in the instruction of the children. There is, indeed, great need for such training and industrial instruction in the public school system. This

movement has my heartiest sympathy as a citizen and as the Executive of the State, and I assure you that it will have my earnest support."

After the Governor's address, the Honorable Edwin O. Chapman, State Superintendent of Public Instruction, and John Reid, of the Hoboken Board of Education, also addressed the audience.

The exhibits were arranged in the physical laboratory of the college, and a large crowd attended on each of the nights. The articles from the various Hoboken schools certainly showed very encouraging results.

SECOND MEETING HELD AT CASTLE POINT.

In response to a second circular invitation, a meeting of the "New Jersey Industrial Association" was held at Castle Point, Hoboken, on the evening of November 18th, 1886, at 8 o'clock.

The meeting was in many respects a notable one. The rotunda and spacious parlors of the Stevens mansion were filled to overflowing with leading citizens from all points of Hudson county, from the neighboring county of Essex, from New York City and Brooklyn. The Stevens family, with their well-known public spirit and love for educational progress, surrendered the whole lower part of their stately residence to the uses of the meeting.

The Rev. George C. Houghton, M.A., the leading spirit in the introducing of industrial education in New Jersey, called the meeting to order in a few well-chosen words, and then nominated for chairman of the meeting the Honorable Leon Abbett, Governor of the State.

In stating the object of the meeting, Gov. Abbett said that he was enthusiastically in favor of the industrial educational system, and that the object of this meeting was to present the subject to the progressive and public-spirited people of the State, so as to enlist their active sympathy in favor of the movement, and to have some practical work done that would further the work which had already been inaugurated under very favorable auspices in this city. He believed that although the system had been first introduced in New York State, New Jersey had made more progress in this branch of education. Speaking of the public school system, he said that ample money is provided for educational purposes by the State and municipalities, but the industrial system seeks to go beyond that. It seeks to engraft upon the public school system some practical features, so that boys and girls may not only be instructed in the ordinary branches from school-books, but be educated in industrial pursuits. It is difficult to interest people in any new movement, or make them realize its advantages, or think it wise, necessary or judicious to go beyond the ordinary school provisions and education. The Association is seeking to excite public interest.

Henry N. Alexander, of New York, was introduced, and gave a rapid and graphic sketch of what was being done in Europe in manual training.

Prof. Henry M. Leipziger, Principal of the Hebrew Technical School of New York, made an interesting speech in favor of the industrial system, and the advantages of it to the rising generation. He explained the workings of the system in a Hebrew school in New York City, where considerable progress has been made. The schools of New Haven, Chicago and other cities had introduced this branch, and had met with flattering success. The professor referred to the dignity of manual labor, and stated that the Emperor of Germany and his family had all learned trades, and that on a late birthday of the King his grandson had presented him with an artistically-bound book, the work of his own hands.

At this point, by request of the chairman, Dr. Houghton reviewed the history and aims of the Association, and explained the provision of the State law, which gives \$5,000 out of the State funds, provided that a like amount was raised in any city. He thought there should be no difficulty in raising that amount in this neighborhood, nor in many others which he might name in the State. He had prepared subscription lists which would be distributed among them, and he had no doubt but that the responses would be as generous as the subject was worthy and important. He did not deem it proper for him to extend his remarks, as many distinguished gentlemen were present from other cities whom it was a privilege to hear, and who had generously responded to their invitations to be present.

The Governor next called upon President Henry Morton, of Stevens Institute, who dwelt upon the necessity of a development of the head and hands, and who, from observation, was able to say that the one kind of training assisted the other.

The Honorable Algernon S. Sullivan, of New York, made an eloquent speech, in which he portrayed the interest and beauty of the surroundings. In the midst of such surroundings, it was highly proper for the representative men of this part of the country to meet and devise ways and means whereby our supremacy would be maintained.

Chancellor Alexander T. McGill next addressed the meeting. He said his daily business afforded him an opportunity of observing closely the structure of society. He had noticed that among people who were properly educated and taught to work there was nearly a total absence of crime, and what did exist was of a less heinous and diabolical character than among people who had never been taught and did not know how to work intelligently. He heartily favored any movement that would give a new and proper direction to the brain power and efforts of the country.

State Superintendent E. O. Chapman was the next speaker. He went into an exhaustive review of the various schemes for the

advancement of education, not only in the United States, but also in European countries—ancient and modern. Education was necessarily progressive. Our methods differed from those of fifty years ago. Our appliances were improved and were still improving. He was delighted to find such an intelligent collection of ladies and gentlemen take so much interest in a subject which was admittedly of fundamental importance. He had no doubt but the practical genius of our people would solve the problem as it should be solved, and that intellectual and manual education could have co-ordinate existence, to the mutual benefit of both.

Assemblyman Richard Wayne Parker, of Newark, in eloquent language, enforced the absolute necessity of teaching our people not only to think, but how to work. He believed their effort was in a right direction, and it would have all the support he could give it.

Hon. Charles W. Fuller, of the State Board of Education, said the objects of the meeting had his hearty concurrence.

The various subscription slips were collected, when it was found that a sufficient sum to carry on the work for the present year had been subscribed.

On motion, the meeting adjourned.

In 1887 an application was made by the "Industrial Education Association" for the appointment of a Board of Trustees of Manual Training in the city of Hoboken, under the act of the Legislature of 1881. The application was received and permission was duly given for the organization of the board, which was to consist of the Governor of the State, two members of the board appointed by the State Board of Education, two members to be appointed by the (Hoboken) City Board of Education, two members to be appointed by the Industrial Education Association and one member to be appointed by the Common Council of Hoboken.

The board was regularly organized in the city of Hoboken, February 20th, 1888, by his Excellency Governor Robert S. Green.

The following properly authorized representatives from the various public bodies, as required by law, were duly accredited:

From the State Board of Education.—Hon. Charles W. Fuller, State Superintendent; Prof. Nicholas Murray Butler, Ph.D.

From the Board of Education of Hoboken.—Mr. John Reid, Mr. David E. Rue, City Superintendent of Schools.

From the Mayor and Council of Hoboken.—Mr. Thomas H. McCann.

From the Industrial Association of New Jersey—the Subscribers to the Funds.—Mrs. Martha B. Stevens, Rev. G. C. Houghton, M.A.

The Governor, by virtue of his office, being president of the board, the following other officers were duly elected:

Vice President.....	Rev. G. C. Houghton, M.A.
Treasurer.....	Mr. Thomas H. McCann.
Secretary.....	Mr. David E. Rue.

The board decided to continue the instructions which the Industrial Education Association had been conducting in the public schools since December, 1885, and the teacher employed by that body was re-engaged.

The treasurer of the industrial association turned over to the board the entire balances in his hands, being \$871.55, belonging to the Association, \$1,800 appropriated by the city of Hoboken in 1887, and \$4,079 appropriated by the State, making in all, \$6,750.55.

Full particulars as to the organization and equipment of the schools now in operation under the authority of this board, are as follows :

The committee appointed to organize the industrial classes engaged the following teachers, with the privilege on the part of the board, to dismiss them at any time if, in their judgment, it is for the interest of the schools so to do :

Mrs. D. E. Rue. Salary, \$50 per month. Teacher in plain sewing, who visits one school each day and instructs five classes daily.

Mr. Geo. H. Schorey. Salary, \$50 per month. Teacher in clay-modeling.

Miss Jeannette Palen. Salary, \$50 per month. Teacher in drawing and wood-carving.

Miss Elizabeth Huger. Salary, \$50 per month. Teacher in domestic economy.

Mr. James S. Bloomer. Salary, \$100 per month. Teacher in wood-working.

The above teachers, except Mrs. Rue, give their instructions in four special class-rooms, fully equipped, in a portion of the Martha Institute Building, leased for this purpose, and pupils are sent by classes to these instructions from the grammar schools each day except Friday, the latter day being devoted to pupils sent from the various schools of Hoboken.

All classes are in full operation, and both the teachers and children evince the liveliest interest and enthusiasm in the work.

The following is the number of pupils of the public schools now being taught in industrial studies :

Mechanical drawing.....	146
Clay-modeling..	260
Wood-carving	246
Plain sewing.....	582
Domestic economy.....	218
Wood-working.....	222

Total	1,674
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The exhibit of the work in the several departments which was given in the month of May, in the large hall of the Martha Institute Building, was of such a character and bore such results that it is proper to speak of it more particularly. Unfortunately, there is no record of the exact number of those who attended the exhibit, but it

is known that there were above five thousand children, including a thousand or more who came from Jersey City, West Hoboken, Union Hill and North Bergen, and but for the storm which prevailed during both days the large hall would not have been sufficient to accommodate the throngs of people who thus manifested their interest in Hoboken's Manual Training. This interest is constantly increasing among all classes of people. While the large hall contained the chief exhibit, the class-rooms were thrown open and classes were at work, giving a practical idea of the instruction. Many of the visitors, indeed, a very large portion, were from neighboring cities and interested in other industrial schools. The board is still in constant receipt of letters from different parts of the country making inquiry about the methods, and this has led the board to contemplate issuing a simple "Primer" explanatory of their own system of manual training.

In regard to the practical results of the work as shown in this annual exhibit, it will be proper to quote from the report made by one of the faculty of an institute of manual training in a neighboring city and published in the *New York Evening Post*: "The exhibition of a year's work in sewing, cooking, clay-modeling, wood-carving and joinery from the pupils in public schools of Hoboken, which was held on Friday and Saturday last in that city, was a showing of much interest to many people. The instruction in manual training is in the hands of a board of trustees, who have brought together a small, but earnest and efficient band of teachers. The actual funds are now in great part, if not entirely, derived from city and State grants. The work is carried on in a building apart from the schools, in which well-equipped work-rooms are fitted up. The course in sewing, which is given in the last five classes of the grammar schools, begins with outline running, stitching of geometric and free-hand figures and then extends through a series of well-graded exercises in overhanding, hemming, felling, sewing on buttons, making buttonholes, gussets, &c. The specimens of darning on stockinet and cashmere were exceedingly well done, and some very neat patching on striped calico was shown. The course ends with some simple work in embroidery. All the exercises use but little material, and no elaborate finished pieces are attempted. Practice in paper-cutting and folding is introduced into the course in order to teach proper methods of cutting and of using the scissors, and also as affording an opportunity for instruction in the proper combination of colors.

"Cooking is taken in the upper three classes for an hour and a half a week, and the tempting array of practical results seen on Saturday testifies to the thoroughness and excellence of the instruction. The many specimens of bread, soups, jellies and cooked meats certainly appeared to be in every way what they should be. It was evident that the endeavor had been to give a training of direct service in homes of moderate circumstances. Particular study had been given to the saving of things that are commonly wasted, and a number of

soups and other dishes were shown made from odds and ends not generally so used. A quantity of soap has also been made by the pupils from the grease left over from the lessons. The pupils have the entire use of the kitchen, which is a model of neatness and order, and in every case they clean and put away their own utensils. They are taught the washing of dishes and the care of towels. To bring, so far as possible, an intelligent appreciation of the subject, instruction is given to the classes in the simple facts of digestion and the chemistry of foods.

"In the fourth class the boys practice clay-modeling for one hour and a half a week. This is their first manual work. The exercises begin with the making of the type solids and the familiar appearance of these forms in nature, and end with simple work from casts. The results are of course crude in execution, as is inevitable with eleven-year-old pupils, but show a good foundation in form and perception, and the practice is preparation for further handwork. Wood-carving is practiced during the next year in an admirably-graded series of lessons. The latter exercises in this work showed in many cases a surprising degree of artistic feeling, and throughout the course a very broad and free treatment was noticed.

"The exercises in joinery, which occupy two and one-half hours a week, in the second class, resulted in a most interesting collection. The average age of the boys in this class is thirteen years, and the course presents a very happy illustration of well-adapted and well-graded exercises. After the first exercises in sawing and planing a series of joints are made, running from the simple half lap to the single dovetail. All of the pieces are small, and consume but little time and material, while the neatness and accuracy with which they are made show that they are well within the growing capacities of the pupils. At the end of the year one month is devoted to constructive pieces which illustrate the application of the elements previously covered. The articles exhibited comprise many small models of tables, stools, bootjacks, easels, sleds and doors. Altogether the exhibition showed a most efficient year's work, and, considering the small amount of time given to the practice, reflects great credit on the ability and devotion of the instructors. These teachers, who have been in most cases especially trained for the work, have evidently studied the best practices in their different lines, and availed themselves of the latest thought on the subject. Compared with these well-arranged courses, the work of the New York public schools exhibited last year at the Teachers' Bazaar Fair was mere trash, and can be hardly classed in the same category. In adaptation to purpose, in economy of material, and in the character of the work, the Hoboken exhibition was a success where the other was a lamentable failure."

These May exhibits have been not without benefit to the pupils, the teachers and the public, for there has been a steady advancement made in all six branches of the system.

The apparatus, appurtenances and tools necessary for these departments have not cost any considerable amount of money. The trustees have purchased the best of materials, but the purchasing has been done with great care and always at the least possible expense. The expenses since the introduction of manual training in Hoboken, in December, 1885, have been as follows:

For furniture, tools and apparatus.....	\$1,305 51
For salaries and for material.....	14,440 58
For rent, stationery and miscellaneous.....	3,226 84
Total.....	\$18,972 93

The curriculum is as follows:

COURSE IN PLAIN SEWING.

1. *Even running and stitching stitch.*—These stitches are taught on a square of unbleached muslin; the child draws a design and follows the lines with even and regular stitches. On this model the initial of the child is drawn and stitched. An explanation of the material used and the growth and manufacture of cotton is taught.

2. *Paper-cutting and folding of squares of colored paper.*—A. Folding and cutting of the true bias. B. Folding and cutting of the fell bias. C. Turning down of a quarter of an inch fold on the four sides of the paper. D. A narrow fold is turned down and this fold is turned over again on the four sides. The cut-out and mitered corners are taught on this model.

An object lesson on colors is taught in this grade.

3. *Overhanding on striped calico.*—The child is first taught to fold over the raw edges and then to baste these folds together with an even basting stitch. The striped calico is used because the stripes aid the child's eye to turn a perfectly straight fold.

4. *Hemming on unbleached muslin.*—The child was taught on the paper how to turn the folds evenly. Red thread is used on this model, and all the stitches must slant in the same direction; great care is taken in basting the folds.

5. *Hemming on white muslin.*—The child first turns two narrow hems, then measures, bastes and sews an inch wide.

6. *One back and two running stitches, and overcasting seam, on unbleached muslin.*—This seam is basted a quarter of an inch from the edge, and under this the back stitch and two running stitches. The ravelings are cut from the edges, and they are overcast with stitches not too close together. Red thread is used on this model.

7. *Running by a thread on the unbleached hemming model.*—In running, two threads are taken up and two skipped.

8. *Felling on unbleached muslin.*—A seam of this kind must always

be sewed with the grain of the muslin; otherwise it will ravel. The first seam is basted, one edge of the material an eighth of an inch above the other, and sewed with one back and two running stitches. The hem is turned under an inch at a time with the needle.

9. *Gathering*.—The gathering stitch is taught by taking up two threads and skipping four, then stroking the gathers. There are two ways of putting on the band: first, hemming band on both sides, taking up one gather to a stitch; second, stitching a band on, holding the gathers toward the sewer, then turning the band over and hemming on the other side.

10. *Buttonholes and sewing on a button*.—The child is taught to cut the buttonhole by a thread, to overcast the hole, work it with a buttonhole stitch and work a bar at the inner end. The button is sewed on the same model.

11. *Gusset*. 12. *Herring-bone stitch on flannel*. 13. *Darning stockings*.—This is taught on stockinet. The hole is darned on the wrong side first, with the up and down of the stocking, and then across, leaving short tops of the cotton at the ends to allow for shrinkage.

14. *Darning on cashmere*.—Four darns are taught—a criss-cross darn, cut darn, the usual three-cornered and the torn darn, which is darned with the ravelings of the material.

15. *Patching*.—This is taught on striped calico because the patch will be exact if the stripes match.

16. *Hem-stitching and feather-stitching on linen*.—Four kinds of feather-stitching are taught on this model.

17. *A child's drawers*.—In making this garment nearly all the stitches taught in the course are used. The child is taught to cut the garment by a pattern.

COURSE IN DOMESTIC ECONOMY.

1. *Heat, fuel and fire*. 2. *Making and care of a fire*. 3. *Names and care of kitchen utensils*. 4. *Food: its classification and chemistry*. 5. *Boiling*. 6. *Lesson in meat*. 7. *Broiling*. 8. *Roasting*. 9. *Frying*. 10. *Baking*. 11. *Invalid cookery*. 12. *Caring for invalids*. 13. *Care of food*. 14. *Laying the table*. 15. *Waiting on the table*. 16. *Table manners*.

COURSE IN CLAY-MODELING.

Constructing cubes, squares and many geometrical forms upon which a simple design is built, the whole class working from drawings made on the blackboard as the work progresses.

After facility has been acquired in the use of the clay and construction of forms, leaves from nature and simple designs to model from casts are given.

COURSE IN WOOD-CARVING.

In wood-carving, squares, triangles, &c., are first given to be cut in soft wood; it might be called an exercise in the use of tools.

2. Geometrical figures suggesting leaf forms. 3. Branches with leaves in hard wood. 4. Leaf and flower forms. 5. Borders in simple Greek forms and scrolls by the carving of simple objects, &c.

COURSE IN MECHANICAL DRAWING.

Students are first required to make drawings of simple objects, giving three views, afterward cutting and making the object in paste-board from plans drawn.

Practical problems in constructive geometry are next given, gradually leading the student forward, and at the same time facilitating his knowledge and use of the instruments required in mechanical drawing.

The problems are followed by the drawing of plans, sections, elevations and details of building and machinery.

COURSE IN WOOD-WORKING.

The whole course includes twenty-five lessons. At each lesson a drawing is used, representing, in plan and section, the object to be constructed, and the pupil is instructed in the application of the various problems involved and in the use and care of the tools.

1. *Sawing*.—First lessons are given in the use of the rule, square, chalk line, then follow the use of the cross-cut and rip saws, and the manner of filing them.

2. *Planing*.—Instruction and practice with the jack and smooth planes, and the sharpening and setting of the same. The use of the gauge, getting boards to size, and treatment of boards in wind and out of wind.

3. *Chisel work*.—Instruction and practice with the chisel, the use of the gauge, compasses and problems in circles and angles.

4. *Miter frame*.—Instruction and practice in the use of the miter in mouldings.

5. *Butt and miter joints*. 6. *Cross-lap joint*. 7. *End-lay joint*. 8. *Miter-lap joint*. 9. *Slip mortise and tenon*. 10. *Through mortise and tenon*. 11. *Relished end mortised*. 12. *Blind-mortise joint*. 13. *Keyed dovetail mortise*. 14. *Brace joint*. 15. *Tusk and tenon*. 16. *Legs and rails*. 17. *Door frame and panel*. 18. *Timber scarf*. 19. *Dowel joint*. 20. *Half-blind dowel joint*. 21. *Half-lap dovetail*. 22. *Half-blind dovetail*. 23. *Through-end dovetail*. 24. *Half-blind dovetail*. 25. *Box dovetailing*.

A large colored chart of the manual training work of Hoboken, showing the amount of work done, number of pupils taught in each department, and the cost, as well as the sources from which the money expended has been received, the grade and progress of the work accomplished, during each of the years of its operation, is also submitted.

The annual report of the Board of Trustees for the year ending October, 1892, is as follows :

FIFTH ANNUAL REPORT OF THE MANUAL TRAINING DEPART-
MENTS, CITY OF HOBOKEN, N. J.

To the Hon. A. B. Poland, State Superintendent of Public Instruction, Trenton, N. J.:

DEAR SIR—The Board of Trustees of Manual Training in the city of Hoboken, in accordance with the act of 1881, "for the establishment of industrial education," under which law this board is constituted, has the honor of submitting its fifth annual report.

The continued success of the industrial work in this city, along the lines laid out at its beginning by its projectors, leaves little to be said by this board that has not been touched upon in former reports. No changes have been made in the corps of teachers except the appointment of a new instructor in the department of clay-modeling.

The Martha Institute building, in which all the industrial classes, with the exception of those in sewing department, are instructed, is not by any means an ideal one for the purpose, nor does it answer the demands of the work, and yet it is the most available building in the city, and will doubtless continue to be occupied by our training classes until a permanent home for our work shall have been provided.

The work of the past year shows an increasing enthusiasm on the part of the pupils, and much zeal and proficiency in their work. The boys and girls of the public schools, appreciating the benefit that will accrue from this training, are now appreciating, also, the helpfulness of the manual interpretation of their thoughts and the constructive development of the instruction received in the ordinary grammar school curriculum.

We are able to report that our teachers are not only competent in their several departments, but manifest an untiring zeal in their work.

Our board is not unmindful of the weight of responsibility which rests upon us in fulfilling the intentions of the State Board of Education in this department of school work, and we believe that our work has not been without an important measure of successful operation which will meet with their approbation.

Nor are we less mindful of the obligations devolving upon us in

meeting the expectations of the citizens of Hoboken. Without the intelligent support and confidence of the public, manual training, in this city, would fall far short of what it ought to be. We are assured that the public appreciate the incomparable advantage which has fallen to the lot of the public school children of this generation in the engrafting of the industrial system in the State school curriculum. This assurance of interest and confidence in our work was again evidenced last spring by those citizens and taxpayers who attended in vast crowds the annual exhibit of the year's industrial work. This exhibit was practically a repetition of the one held in May, 1891, not only in the large numbers of people present (fully 10,000) and the representative character, but also in the general excellence of the exposition, and the special advancement made during the year in the models and work exhibited. It is the intention of the board to repeat these exhibitions annually, as an incentive to pupils and a means of interesting the general public in this branch of the school system.

For the World's Columbian Exposition at Chicago, in 1893, this city can be depended upon to send a fairly-creditable contribution towards the American exhibit of manual training. The teachers and their pupils are engaged in its preparation, fully imbued with the desire to add at least their due share to one of the most interesting features of the general educational exhibit of the State.

We append a brief special statement of the work in the several departments.

WOOD-WORKING—JAMES S. BLOOMER, TEACHER.

In making my annual report of the wood-working department it gives me pleasure to report that the arrangement which the board had made for the instruction of pupils in the second and third grades has met the expectations of the board in giving the boys of the third grade the advantage of two years' practice in shop-work. This leads me to believe that the work of the present year will be of a more advanced character, both in woodwork and mechanical drawing. The interest shown in the work has surpassed that of former years, and many of the boys are anxious to devote extra time to their shop-work.

A departure from the routine in drawing has been made in the permission given to pupils to make original designs for cottages, arches, chimneys, &c., and the results have justified this departure.

The May exhibit gave a strong incentive to the pupils to fulfill many of their tasks with an earnest and an honest desire to acquire constructive ideas, and in many cases a latent natural aptitude was developed.

Our working outfit is in an excellent condition, needing but little repairing of the benches and but a small expenditure for new tools.

Fifty boxes were needed as receptacles for the work, and the boys have made a practical use of the instruction received by constructing these.

Our greatest need is more room; we are overcrowded; our work cannot be arranged so as to show to all advantage our collection of woods, the best drawings, &c., that ought to be properly exposed as object lessons, where they can be seen and handled.

DOMESTIC ECONOMY—MISS ELIZABETH HUGER, TEACHER.

In my judgment, the work which has been done during the past year will bring forth more thorough and better results than any of the previous years. The attendance has been more regular, and our general aim of "advancement" has been kept in view, and I can see, from year to year, a growing desire on the part of the girls to excel and complete the course.

Our perfectly-appointed little kitchens to work in, to be allowed to handle and learn about the uses of all the necessary implements, with the feeling of absolute proprietorship, acts as a stimulus, and the enthusiasm and attentive study increase.

The girls have given to them the definition of cooking, and are told that it is the preparation of food, by aid of heat, to nourish the human body. It is explained to them that the food is cooked to render it more palatable and more easy of digestion, to make it assimilate with our bodies and strengthen them, and among the agents necessary in cooking the most important are heat, liquid and air; then follows a short lesson of practical chemistry, giving special information about the four most important elements, namely, oxygen, hydrogen, nitrogen and carbon.

In our cooking for the sick many tempting dishes, and among them some cooling and refreshing dishes, are prepared to tempt the appetite of the convalescent. Here I endeavor to work into our daily lessons something from physiology, so far as the general knowledge of the structure and functions of the human body and of the laws of health are concerned, and it is to be regretted that there is not time enough to introduce this study before beginning the course in domestic economy.

By permission of the board, two days of the school year were spent profitably in visiting other schools, and much helpfulness was gained in further advancing our work.

The objection at first strongly urged, especially by some of the grammar school teachers, was that our manual training would seriously interfere with other school work, but I am glad that this objection is no longer made. During the last May exhibition, in meeting some of these teachers, I find they now heartily and warmly indorse our manual work, and lend a hand to encourage us.

With our master teacher, Froebel, we can say, "The end and aim of our work should be the harmonious growth of the whole being."

CLAY-MODELING—GEORGE H. SHOREY, TEACHER.

As I have but just begun my work in this department, I am able to make no report further than to say that every class is earnestly and honestly engaged in the study of nature and its reproduction in clay, and among my pupils are many who are developing a devotion to this constructional education and none on whom it is effort wasted. It is evident that this department is not only important in its own proper sphere, but it also has an equally important bearing on the later work of the pupils in other branches of manual training. A report of the modeling work is given by Miss Palen (under whose charge the department rested formerly), in connection with the wood-carving report.

WOOD-CARVING—MISS JEANNETTE PALEN, TEACHER.

The wood-carving department is intended to teach habits of observation, accuracy and correct thought regarding the principles and application of ornament.

The annual report suggests a review of the work that the benefits derived from it may be known, as well as reasons given for suggested changes and improvements.

Commencing with the modeling, the pupil becomes familiar first with the type forms, then animals and historical ornaments copied from plaster casts. To give one illustration of the cultivation of observation in children, I would mention the case of a small lad who modeled a goat's head from a cast. Week after week he studied carefully his own goat at home, and would change and improve his clay model and try to bring it up to the standard of nature. I am glad to say that his efforts were far from unsuccessful.

There have been thirteen classes a week, with an average attendance of sixty pupils a day, studying modeling with Miss Mendes, who was an earnest and faithful teacher.

Modeling, as the foundation of all manual training, prepares the child to do better and more intelligent work in the other departments—a benefit very apparent this fall in the ability of the pupils beginning their carving lessons advanced from last year's modeling classes.

The methods used in teaching carving are in the same line as the teaching of clay, using hard wood and modeling the designs with tools instead of plastic clay modeled with the fingers. The average results of last year were better than any previous year, owing to growth and development in the methods of teaching, as well as an increased interest on the part of the pupils.

The opportunity given me to visit other schools, a concentration of my time and energy in but one department instead of two, as heretofore, a request from our vice president to suggest a series of questions and answers illustrating the wood-carving system, have led to closer study and improved methods and a desire and effort to raise the standard of work above the training alone of the hand and eye, making it an important factor in education.

The commendations and criticisms called forth by the May exhibition show that while progress has been made in the past, there is still opportunity for much improvement in the future.

SEWING—MRS. DAVID E. RUE, TEACHER.

The report of each succeeding year shows the wisdom of the introduction of this branch of industrial education into the schools of our city.

Eighteen classes are taught in sewing. These comprise two divisions of the second class, two of the third, two of the fourth and one of the fifth class in each of the grammar schools, and also one class in each of the primary schools, thirty classes in all being taught. Some of these classes are very large. In order to attain greater excellence and more precision in the work, the classes in sewing ought to have about the same number of pupils that are taught in the other branches in our manual training.

The May exhibit in sewing was more extensive than that of previous years. Three thousand samples of "the course" were shown.

The variety and excellence of the work done by the girls was noteworthy. The arrangement of the different pieces was the same as the year before and covered all the grades from the lowest to the highest, so as to permit an intelligent study of the methods pursued.

Special attention is given to the theory of the work. The girls are required to become familiar with the origin of the materials and the various articles used in sewing.

I am glad to report that there is in the classes a devotion to the system that is commendable.

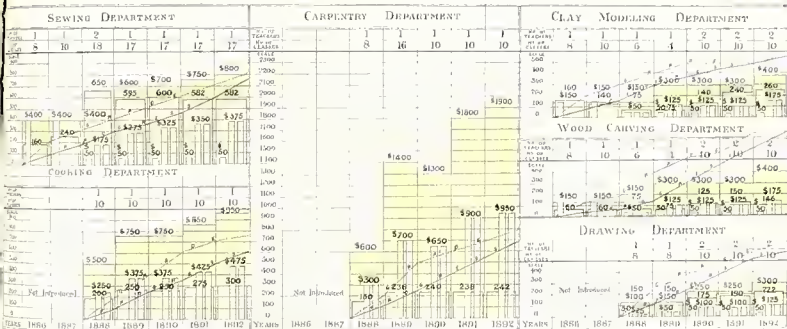
A few of our girls who have been compelled to leave school have asked the privilege of continuing the course in sewing, coming once a week to receive the instruction with the classes in which they were formerly enrolled.

It needs no argument to show that the deftness and skill learned in the sewing class will prove of benefit to our girls who will become housekeepers and home-makers.

It is not only teaching them to become neat and useful in the things that come nearer happiness of home, but many of the graduates of the sewing department testify to the help their training has been to them in their work of employment.

MANUAL TRAINING IN THE PUBLIC SCHOOLS OF HOBOKEN, N. J.

ATTENDANCE. COST OF INTRODUCTION AND MAINTENANCE FROM 1886 TO 1892.



EXPLANATION OF DIAGRAM.

- INDICATES TOTAL COST DURING THE YEAR
- INDICATES TOTAL NUMBER OF PUPILS DURING THE YEAR
- INDICATES TOTAL AMOUNT SUBSCRIBED BY PRIVATE SUBSCRIBERS DURING THE YEAR
- INDICATED TOTAL AMOUNT SUBSCRIBED BY THE CITY DURING THE YEAR
- INDICATED TOTAL AMOUNT SUBSCRIBED BY THE STATE DURING THE YEAR
- GRADE OF LESSONS DURING THE YEAR
- PROGRESS ATTAINED BY DEPARTMENT DURING THE YEAR.

INTRODUCED DECEMBER, 1886, by the
NEW JERSEY INDUSTRIAL EDUCATION ASSOCIATION.

(Private Subscribers to the Fund)

ESTABLISHED FEBRUARY, 1888,

Under State Law, by Funds provided by the State, the City, and the Association,
under BOARD OF TRUSTEES,
composed of Representatives from the
ORIGINAL SUBSCRIBERS, THE CITY, AND THE STATE.

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The board is obliged to call attention to the fact that our resources are very limited, and this will account for the absence of some branches that are now greatly needed, and also for the limited number of pupils taught. The work needs at the least seven thousand dollars per annum to fully carry on the departments now in operation, while we have but barely four thousand dollars. We need a suitable building and four more teachers, and until additional means are provided we shall be cramped in our instruction and compelled to confine our work to lines heretofore drawn. This matter seems to this board very lamentable. Our city is growing, and the number of pupils ready and eager for manual training, vastly greater than when our work began. By reason of the co-education adopted by the City Board of Education, our classes are smaller than formerly. This reduction in the numbers taught in each class is a great advantage, but more classes should be taught and the instruction extended to the primary schools. This cannot be done without a larger corps of teachers and larger facilities. It is hoped that a further grant from the city and State at the end of this year may supply the necessary income and allow us to introduce some portion at least of the manual system in the lower grades of the schools.

We beg leave to submit the report of our treasurer, as follows :

HOBOKEN, November 4th, 1892.

To the Board of Trustees of the New Jersey Industrial Education Association, City of Hoboken :

I have the honor to submit the following report of the funds of the board for the year ending November 4th, 1892 :

RECEIPTS.

To balance on hand December 2d, 1891.....	\$2,006 60
To Mayor and Council, Hoboken, appropriation, 1892..	\$2,000 00
To State Comptroller, appropriation, 1891-92.....	2,000 00
To interest on deposits.....	61 94
	<hr/>
	4,061 94
	<hr/>
	\$6,068 54

DISBURSEMENTS.

By salaries and materials.....	\$3,868 11
By tools and fixtures.....	57 98
By rents, stationery and sundries.....	819 52
By balance.....	1,322 93
	<hr/>
	\$6,068 54

ASSETS.

On deposit with Hudson Trust and Savings Institution, interest.....	\$600 00
On deposit with Hoboken Savings Bank.....	10 00

Cash on hand.....	\$682 93
Value of tools and fixtures.....	1,000 00
In outstanding bills.....	30 00
	<hr/> \$2,322 93

LIABILITIES.

None.

Respectfully submitted,
T. H. McCANN,
Treasurer.

Very respectfully yours,

LEON ABBETT, *President.*GEO. C. HOUGHTON, *Vice President.*THOMAS H. McCANN, *Treasurer.*DAVID E. RUE, *Secretary.*

SPECIAL REPORT.

1. FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$2,006 60
Amount raised by special tax.....	2,000 00
Amount received from the State	2,000 00
Amount received from other sources.....	61 94
Total.....	<hr/> \$6,068 54

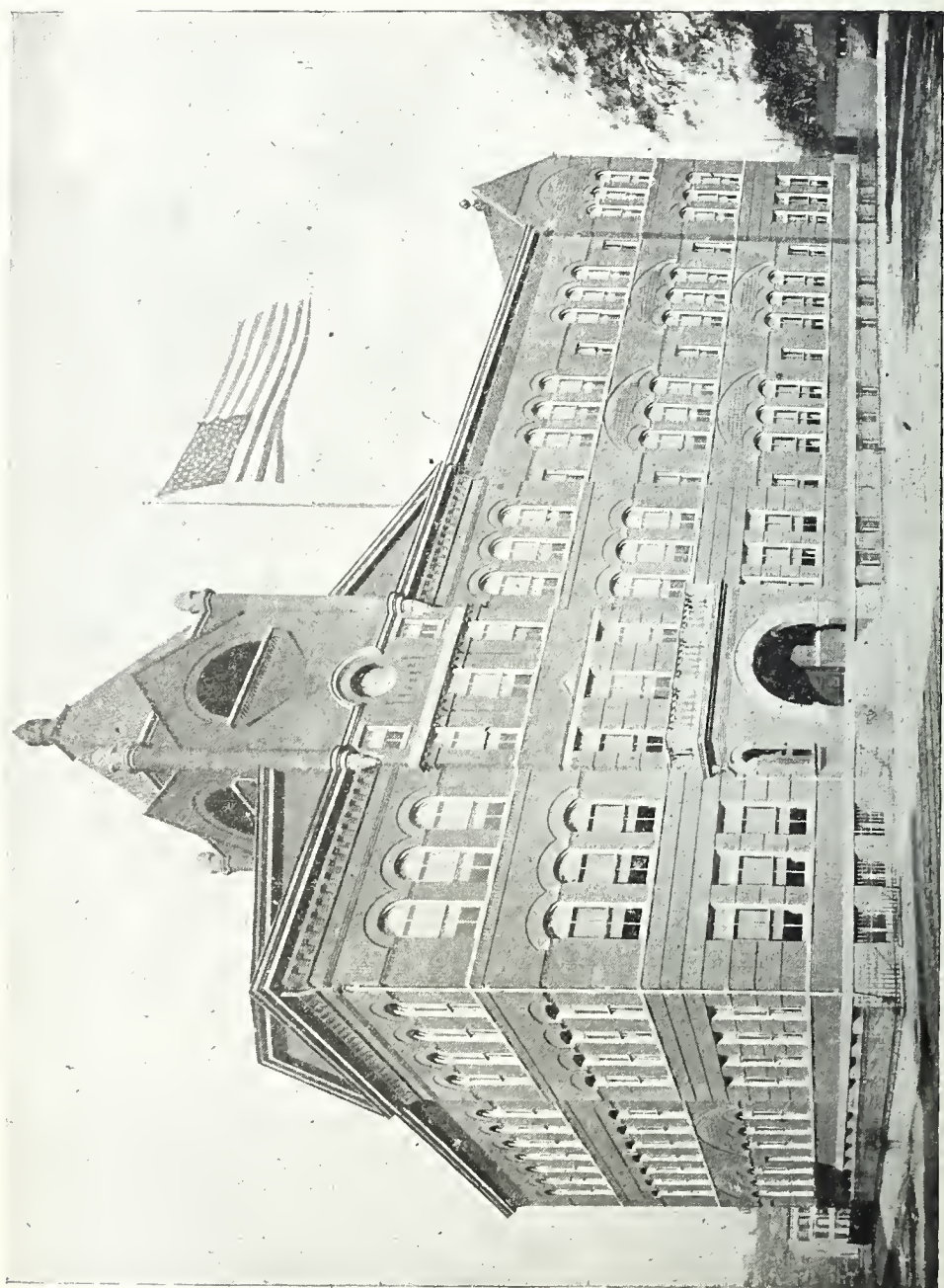
Expenditures.

Teachers' salaries.....	\$3,600 00
Plant.....	57 98
Material.....	368 11
Rent	700 00
Incidentals.....	299 52
Balance August 31st, 1892.	1,042 93
Total.....	<hr/> \$6,068 54

2. DRAWING.

1. *Name of teachers.*—Miss Jeannette Palen and J. S. Bloomer.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—222.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One-half hour.
7. *Grade or grades in which subject is taught.*—Second and third; none in primary; none below third, in grammar.
8. *Amount expended during current year.*—Plant, \$4; material, \$10.65.
9. *Total amount expended to date.*—Plant, \$18 72; material, \$114.65.
10. *Description of plant.*—Drawing-boards, 14'' x 18''; T-squares, triangles, compasses; pen and pencil points, pencils, erasers.
11. *Description of character and amount of work done.*—Working drawings and inking them.





SCHOOL No. 6.

Hoboken, - - - Hudson County.

The building is situated on the northwest corner of Willow avenue and Eleventh street. The school grounds are 200 feet by 96 feet, of which the main building covers 45 by 157 feet, and two wings, each 51 by 50 feet, inclosing an outside play-ground 31 by 55 feet, and leaving at the northerly end of the lot a second outdoor play-ground 43 by 96 feet, both well drained and finished with best concrete and asphalt.

The main floor of the school is 5 feet above the sidewalk, and the entire height of the building is 58 feet from sidewalk to top of cornice and 102 feet from sidewalk to top of finial of tower.

The materials used in the construction are Haverstraw brick with Trenton brick facing and brownstone trimmings; all timbers, spruce or yellow pine, and all girders are rolled steel I beams; the roof is formed of timber trusses and is covered with tin; the roof of tower is covered with Spanish tiles.

The floors are all deafened with two-inch spruce sub-floors, extra-thick deafening felt and one-inch yellow pine; all walls and partitions are furred and lathed with iron lath and plastered, and all ceilings are finished with ornamental stamped metal plates and cornices.

The trim and finish throughout is Georgia pine.

The dimensions of all class-rooms, of which there are twenty-three, are 23 by 33 feet.

Each class-room is independent of the others; all are accessible from the main corridor, and each class-room has a coat-room attached, 5 feet wide, with a large window to the outside; only two rooms on each floor, in the northwest corner of the building, are provided with sliding doors between, so as to form them into one class if desired.

The seating of the class-room is so arranged as to bring the light to the desks over the left shoulders of the scholars; the desks in the primary-rooms are double desks 36 by 42 inches, and those in the grammar-rooms are single, 21 inches wide, all hard wood and of the latest improved pattern.

Each class-room is fitted up with a teacher's desk on a raised platform 8 inches over floor, a bookcase and blackboards of slate on two sides of the room.

The basement extends under the entire building and is 9 feet high in the clear, and contains two large play-rooms for scholars and the heating and ventilating apparatus, coal vaults, &c.

The boys' and girls' water-closets are on a level with the basement floor, but built out into the yard between the two wings, and are one story high.

All parts of the building are to be heated to 70° Fahrenheit, at zero temperature, and to supply not less than 1,000 cubic feet of warm air per hour to each scholar, allowing fifty to each room.

All stacks for heating the air are placed around the outside walls of the basement and air is taken direct from the outside to the coils; the warm air rises from the radiators in the basement to the different class-rooms through terra-cotta flues 10 by 16 inches in the clear, there being two for each room, with the outlet registers about 6 feet over the floor; the coils for warming the air are housed in with boards, lined with tin on inside, having wire screens on outside, cold-air opening and hinged doors inside of cellar basement; the heating surface is proportionate to the size and exposure of the rooms to be heated, and the most exposed rooms are provided with auxiliary direct radiators; the halls and corridors are heated by direct radiators.

The class-rooms are further provided with a complete system of electric call-bells and speaking-tubes, all connected with the principal's room; electric fire alarm gongs are placed in every floor and in the yard.

The total cost of the building, excluding lot, was \$99,873.45, and it accommodates 2,400 children.

MODELING.

1. *Name of teacher.*—George H. Shorey.
2. *Special salary paid.*—\$600.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 260; female, —.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One and one-half hours.
7. *Grade or grades in which subject is taught.*—Fourth and fifth.
8. *Amount expended during current year.*—Plant, \$11.50; material, \$10.
9. *Total amount expended to date.*—Plant, \$58.66; material, \$97.53.
10. *Description of plant.*—Room, 16' x 32'; seven benches, 18'' x 2' 6''; height, 2' 6''; boxwood tools, rules and aprons.
11. *Description of character and amount of work done.*—Study and modeling type forms and geometrical figures; modeling from casts and natural objects.

CARVING.

1. *Name of teacher.*—Miss Jeannette Palen.
2. *Special salary paid.*—\$600.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 146; female, —.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One and one-half hours.
7. *Grade or grades in which subject is taught.*—Third and fourth.
8. *Amount expended during current year.*—Plant, \$17.98; material, \$10.
9. *Total amount expended to date.*—Plant, \$58.47; material, \$133.89.
10. *Description of plant.*—Room 27' x 19'; 20 benches, 8 tools, oil-stone, oil-can, mallet, broom, and place for work on each bench, which is 3' x 18'' and 2' 7'' high.
11. *Description of character and amount of work done.*—Straight line, chisel practice, interlacing, curved lines, geometrical forms, scroll and flower forms.

SEWING.

1. *Name of teacher.*—Mrs. David E. Rue.
2. *Special salary paid.*—\$600.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, —; female, 495.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One and one-quarter hours.
7. *Grade or grades in which subject is taught.*—Second, third, fourth, fifth and sixth.
8. *Amount expended during year.*—Plant, \$4; material, \$30.27.
9. *Total amount expended to date.*—Plant, \$11.82; material, \$237.57.

COOKING.

1. *Name of teacher.*—Miss Elizabeth Huger.
2. *Special salary paid.*—\$600.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, —; female, 118.
5. *Number of lessons per week given each class.*—One.
6. *Length of lessons.*—One and one-half and two hours.
7. *Grade or grades in which subject is taught.*—Third and fourth.
8. *Amount expended during current year.*—Plant, \$1; material, \$160.11.
9. *Total amount expended to date.*—Plant, \$563.18; material, \$514.30.

10. *Description of plant.*—Room, 20' x 28', horseshoe dresser, with 10 closets, 10 drawers filled with complete utensils, 10 gas stoves, 2 gas ranges, 1 coal range, 1 food museum, 2 food charts, 2 meat charts, 1 large dresser, 1 safe, 1 refrigerator.

11. *Description of character and amount of work done.*—Chemistry of boiling, baking, roasting, frying, broiling. Advanced cooking. Cooking for the sick. Chafing dish.

WOOD-WORKING.

1. *Name of teacher.*—James S. Bloomer.

2. *Special salary paid.*—\$1,200.

3. *Is teacher engaged exclusively in this work?* Yes.

4. *Number of pupils taught.*—Male, 222.

5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—One and a half and two hours.

7. *Grade or grades in which subject is taught.*—Second and third.

8. *Amount expended during current year.*—Plant, \$20; material, \$144.08.

9. *Total amount expended to date.*—Plant, \$481.49; material, \$740.31.

10. *Description of plant.*—Room, 27' x 19'; 18 benches, 4' 6'' x 17'' x 2' 6''; planes, saws, chisels, brace and bitts, square, bevel, hammer, screw-driver, oil-stone and can, compass, gauge, chalk-line, T-square, triangle, drawing-board.

11. *Description of character and amount of work done.*—Care of tools, sawing, planing, joints, cross end, miter, dovetail, laps, keyed mortise, turning, &c.

Respectfully submitted,

GEORGE C. HOUGHTON,
Vice President.

REPORTS ON MANUAL TRAINING—1891-92.

[Organized under Act of 1888, Chap. XXXVIII.]

The following are the first reports in detail called for by the Department. Many important items are lacking. Future reports will be fully itemized according to forms which will be furnished. .

MANUAL TRAINING.

ATLANTIC CITY.

To the Hon. A. B. Poland, State Superintendent :

DEAR SIR—Owing to the fact that our State appropriation was not received until late in the school year, we were unable to do more than make a beginning in manual training.

Drawing.

Three courses in drawing were begun—free-hand, mechanical and designing.

It is our intention to require a certain amount of free-hand drawing from every pupil, and to make this course lead up to mechanical drawing and advanced designing.

Free-hand drawing with us includes four things : (1) Hand-training, in which the aim is exactly the same as in movement exercises in writing ; (2) simple designing ; (3) copying ; (4) object-drawing.

Mechanical drawing will include : (1) Practical geometry ; (2) scale work ; (3) projection ; (4) Plan and details ; (5) blue-printing.

It will be introductory to all shop work.

Advanced designing includes a junior course and a senior course. The first deals with the laws of color and form ; the second course makes a study of designs, and affords practical work in designing.

Grade lines in other studies do not restrict pupils in regard to any of the branches in drawing. In this respect we believe we stand almost alone.

Sewing.

We also introduced, and in some classes about half finished, our course in plain sewing. This course is to be followed by a course in ornamental sewing.

Training of Teachers.

A training school was held for two weeks during the summer vacation. One of the aims of this school was to fit our teachers for manual training work.

We believe that manual training must touch the school work on all sides to be an entire success; this makes special training of the regular teachers a necessity.

We are now fitting up two rooms to be used exclusively for manual training. Should no embarrassing circumstances arise, we expect to be able to report the entire machinery of our manual training course in smooth and successful running order before the end of next year.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$2,000 00
Amount received from the State.....	2,000 00
Amount received from other sources.....	.....
Total	\$4,000 00

Expenditures.

Teachers' salaries	\$676 78
Plant.....	121 77
Material.....	176 95
Rent.....	.....
Incidentals	583 97
Balance August 31st, 1892.....	2,440 63
Total.....	\$4,000 00

DRAWING.

1. *Name of teacher.*—All teachers. No special teacher.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, all; female, all.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Thirty minutes.
7. *Grade or grades in which the subject is taught.*—All.
8. *Amount expended during current year.*—Plant, \$.....; material, \$81.14.
9. *Total amount expended to date.*—Plant, \$; material, \$81.14.

10. *Description of plant.*—
11. *Description of character and amount of work done.*—Color and form, free-hand, mechanical (industrial geometric), designing.
12. *State any changes contemplated for the coming year.*—The present plans have been in operation less than one year. No changes, except to push toward perfection.

MODELING.

1. *Name of teacher.*—All primary teachers.
2. *Special salary paid.*—\$.....
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Males, all in primary grade; females, all in primary grade.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Twenty minutes.
7. *Grade or grades in which the subject is taught.*—Primary (first, second, third and fourth school years).
8. *Amount expended during current year.*—Plant, \$.....; material, \$2.
9. *Total amount expended to date.*—Plant, \$.....; material, \$2.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Form work thus far.
12. *State any changes contemplated for the coming year.*—See drawing.

SEWING.

1. *Name of teacher.*—All teachers above second year grade.
2. *Special salary paid.*—\$.....
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, none; female, all above second grade, except twelfth grade.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour, maximum.
7. *Grade or grades in which subject is taught.*—Third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh.
8. *Amount expended during the year.*—Plant, \$121.77; material, \$56.96.
9. *Total amount expended to date.*—Plant, \$21.77; material, \$56.96.
10. *Description of plant.*—Sewing-boxes, one for each pupil; scissors.
11. *Description of character and amount of work done.*—The plain course includes thirteen different operations or "steps," as basting, hemming, darning, &c. The ornamental course includes fifteen steps.
12. *State any changes contemplated for the coming year.*—

Respectfully submitted,

W. A. DEREMER,

Supervising Principal.

CAMDEN.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—The advanced work done by the Manual Training School of the city of Camden, which was established February 4th, 1891, having brought the general public into sympathy with this phase of education, we found no lack of public support in establishing a course of manual training throughout the grades of the other schools—from the highest grammar down to the lowest primary

grade, inclusive; but we are firmly convinced that had we started from the lowest primary grade to work upwards our Manual Training High School would not now be in existence. Our plan of starting overcame a number of prejudices that otherwise would have proven insurmountable.

One excellent result of the introduction of manual training work is the increased interest that parents are taking in our school work generally. Among other things we have found that form study in a single year has brought our drawing up to a much higher standard, and that model and object-drawing instead of being a rare thing is taught as a rule in all grades. It is no easy task to show all the bearings of manual training instruction on the general work of the classroom, but, taking the work in its entirety, a decided improvement in all kinds of class-room work is observed. All the work in manual training, outside of the Manual Training High School, is done by the regular teachers. The course of study heretofore pursued, with a few modifications, will be continued.

Last November we placed in the school a five horse-power "C and C" electric motor to run a grindstone, two wood lathes, a drill press and a "Victor" scroll saw. We have supplied the school with a complete set of taps and dies—thread cutters—from $\frac{1}{8}$ " to $\frac{1}{2}$ ".

Owing to our limited quarters, modeling, wood-carving and color-work have not received the attention that we should otherwise have given them; but the Board of School Commissioners is making arrangements to move this school to more commodious quarters, when an all-round course will be fully developed.

Attached to the school is an academic department, in which the usual high-school branches are pursued; and we make a point of bringing the two departments into the closest possible contact and relation.

The feeders to this school are the highest grades of the grammar schools, the selection being made by competitive examination. At the last examination, January 23d, 1893, forty-eight candidates were present, and the twenty-four having the best average were selected.

A strong desire is manifest among our citizens to have sewing carried on to a greater extent, and to establish a cooking department.

We hope in the near future to introduce sloyd-work in the highest grade of our grammar schools or into the first half year's work of our Manual Training High School.

I may say, also, that in our Manual Training High School we lay great stress on teaching the theory of tools in their construction and action, and the qualities and use of all materials used by us in the shops.

In conclusion I may state that in our city manual training is in a healthful and prosperous condition; that we believe in it, and that while we do not pretend to enumerate all its advantages, we are fully satisfied of its beneficial results.

FINANCIAL STATEMENT.

Receipts.

Balance from last year (overdrawn).....	\$1,388 27
Amount raised by special tax	5,000 00
Amount received from the State.....	2,500 00
Amount received from other sources.....	.....
Total.....	\$6,116 73

Expenditures.

Teachers' salaries	\$1,325 00
Plant.....	1,346 90
Material.....	392 32
Rent.....	600 00
Incidentals	600 00
Balance August 31st, 1892.....	1,852 51
Total	\$6,116 73

DRAWING.

1. *Name of teacher.*—Horatio Draper.
2. *Special salary paid.*—\$325.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 50; female, —.
5. *Number of lessons per week given each class.*—Four.
6. *Length of lesson.*—Forty-five to sixty minutes each.
7. *Grade or grades in which subject is taught.*—First grade of the grammar schools.
8. *Amount expended during current year.*—Plant, \$47.34; material, \$73.27.
9. *Total amount expended to date.*—Plant, \$360.24; material, \$114.59.
10. *Description of plant.*—Drawing-desks; draw-rack; boards; wall slates; T-squares; triangles; brushes, &c.
11. *Description of character and amount of work done.*—Geometric, orthographic and scenic projection; drawing from objects; free-hand sketching; designing; enlarging from the flat, &c.; working drawings.
12. *State any changes contemplated for the coming year.*—Extension of the course of study; removal to larger quarters, so as to accommodate from 100 to 175 pupils; introduction of plaster casts, &c., and more wooden models.

MODELING.

1. *Name of teacher.*—The regular teachers in the several schools.
2. *Special salary paid.*—None.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 3,770; female, 3,870.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—First to eighth grades.
8. *Amount expended during current year.*—Plant, \$774.70; material, \$60.43.
9. *Total amount expended to date.*—Plant, \$774.70; material, \$60.43.
10. *Description of plant.*—Modeling trays; boxes of geometric models; large models for teachers' use, &c.

11. *Description of character and amount of work done.*—Modeling the geometric forms, relative forms, fruit, objects, &c., relief forms.

12. *State any changes contemplated for the coming year.*—Introduction of plaster casts, and more relief work.

SEWING.

1. *Name of teacher.*—The regular teachers of the several schools.

2. *Special salary paid.*—None.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, — ; female, 2,420.

5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—From the third grade through the eighth, inclusive.

8. *Amount expended during year.*—Plant, \$256.63; material, \$77.96.

9. *Total amount expended to date.*—Plant, \$256.63; material, \$77.96.

10. *Description of plant.*—Scissors, needles, thimbles, &c.

11. *Description of character and amount of work done.*—A graded course of plain sewing, some of the simple forms of ornamental sewing, stitching, &c.

12. *State any changes contemplated for the coming year.*—Make the course fuller; encourage home work on the part of certain pupils, and to have a course for the girls in fine sewing, cutting, &c.

WOOD-WORKING.

1. *Name of teacher.*—John Brown.

2. *Special salary paid.*—\$500.

3. *Is teacher engaged exclusively in this work?*—He has also the iron-work.

4. *Number of pupils taught.*—Male, 50; female, —.

5. *Number of lessons per week given each class.*—Four.

6. *Length of lesson.*—Forty-five to sixty minutes.

7. *Grade or grades in which subject is taught.*—Highest grade of the grammar schools.

8. *Amount expended during current year.*—Plant, \$147.50; material, \$142.69.

9. *Total amount expended to date.*—Plant, \$636.19; material, \$203.08.

10. *Description of plant.*—Twenty-four benches; twenty-four sets of tools; special tools; two lathes; grindstone, &c., &c.

11. *Description of character and amount of work done.*—Joinery; geometric forms; models and sections to illustrate drawings; pattern-making, &c.

12. *State any changes contemplated for the coming year.*—This fall we intend to put in a five horse-power electric motor, and to extend the work in pattern-making, &c. The new quarters should accommodate one hundred or more pupils.

IRON-WORKING.

1. *Name of teacher.*—John Brown.

2. *Special salary paid.*—\$500.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 50; female, —.

5. *Number of lessons per week given each class.*—Four.

6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—

8. *Amount expended during current year.*—Plant, \$120.73; material, \$37.97.

9. *Total amount expended to date.*—Plant, \$788.15; material, \$98.77.

10. *Description of plant.*—Twenty-four benches; one bench for tin-work; twenty-four sets of tools; special tools; tin-workers' stakes and other tools; two anvils; two forges, &c.

11. *Description of character and amount of work done.*—Chipping, filing, scraping, fitting, forging, drawing out, upsetting, forms, &c.; from tin, soldering, &c.

12. *State any changes contemplated for the coming year.*—To purchase a drill press; ornamental iron-work; to occupy new and enlarged quarters.

Yours respectfully,

HORATIO DRAPER,
Principal Manual Training School.

CARLSTADT, BERGEN COUNTY.

District No. 37.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—The work in manual training is begun in the kindergarten, which has been a part of our school for the past eighteen years. The kindergarten has a two-years' course, during which the usual work of this grade is done, such as sewing, weaving, perforating, paper-folding, drawing, stick-laying, slat-interlacing, tablets, building, object lessons, games, singing, the learning of little verses, marching and exercises.

The work of the kindergarten is continued during the next two years, and the children are given more difficult designs in weaving, paper-cutting and pasting, interlacing and pasting, and paper-folding and pasting. In addition to this the work in clay-carving is begun during these years and continued during the next two years. The children are taught, first, to carve simple geometrical forms in clay, beginning with the rectangle, then taking up the square, the circle, the triangle and inscribed polygons. From the geometrical figures other designs are formed, such as a house, a bottle, a goblet, the cross-section of a screw, &c.

In the highest grade of the school the children are taught cardboard-work, *i. e.* cutting out the different geometrical forms from cardboard. First, surfaces are drawn and cut out, and then solids, and finally different articles, such as pencil-boxes, match-boxes, &c.

In drawing, the children are taught to reproduce on paper the different objects cut out in clay and in pasteboard. Without attempting to teach them any of the principles of perspective drawing, they are still required to draw the objects as they see them.

In sewing, the course followed is that of the College for the Training of Teachers in New York City. Sewing is begun in the lowest primary grade and is taught throughout the school.

In conclusion I would say that the new branch of study has been received with great favor by both pupils and parents. The pupils have taken hold of it with great enthusiasm, and the object aimed

at, the training of their hands and eyes, is being accomplished. At an exhibition of manual training work held in our school last June, a large number of people were present and expressed themselves well pleased with the work done. The mothers especially were delighted with the progress of their daughters in sewing.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax..	\$500 00
Amount received from the State.....	500 00
Amount received from other sources .....	.....
Overdrawn	26 73
Total.....	\$1,026 73

Expenditures.

Teachers' salaries	\$800 00
Plant.....	128 88
Material.....	82 02
Rent, .....	.....
Incidentals.....	15 83
Balance August 31st, 1892.....	.....
Total.....	\$1,026 73

DRAWING.

1. *Name of teachers*—Katherine Trautvetter, Ida Frank, Alex. F. Schem.
2. *Special salary paid*.—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*.—Male, 99; female, 87.
5. *Number of lessons per week given each class*.—One.
6. *Length of lesson*.—Forty-five minutes.
7. *Grade or grades in which subject is taught*.—Grammar, primary, kindergarten.
8. *Amount expended during current year*.—Plant, \$57.72; material, 25.45.
9. *Total amount expended to date*.—Plant, \$57.72; material, \$25.45.
10. *Description of plant*.—Rulers, drawing-boards, T-squares, triangles, compasses, dividers.
11. *Description of character and amount of work done*.—Drawings of work done in clay and cardboard.

MODELING.

1. *Name of teachers*.—Ida Frank, Katherine Trautvetter.
2. *Special salary paid*.—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*.—Male, 68; female, 61.
5. *Number of lessons per week given each class*.—Two.
6. *Length of lesson*.—Forty-five minutes.
7. *Grade or grades in which subject is taught*.—Primary, intermediate.

8. *Amount expended during current year.*—Plant, \$20.10; material, \$8.93.
9. *Total amount expended to date.*—Plant, \$20.10; material, \$8.93.
10. *Description of plant.*—Moulders, chisels, try-squares.
11. *Description of character and amount of work done.*—Rectangles and parallelograms, triangles, circles, followed by simple designs, as leaves, &c., as per course of study submitted last year.

SEWING.

1. *Name of teacher.*—Katherine Trautvetter.
2. *Special salary paid.*—
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, —; female, 117.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour and thirty minutes.
7. *Grade or grades in which subject is taught.*—Grammar, intermediate, primary, kindergarten.
8. *Amount expended during year.*—Plant, \$6.86; material, \$12.24.
9. *Total amount expended to date.*—Plant, \$6.86; material, \$12.24.
10. *Description of plant.*—Needles, thimbles, scissors.
11. *Description of character and amount of work done.*—Coarse running stitch on unbleached muslin; fine running stitch on same; stitching stitch on unbleached muslin; darning on coarse canvas; overhanding on striped calico; overhanding on fine white muslin; the two selvages together; hemming on unbleached muslin; stitching and overcasting seam on unbleached muslin; felling on unbleached muslin; felling on white muslin; gathering and making a band.

Respectfully,

THEO. MUEHLING,
District Clerk.

GARFIELD, BERGEN COUNTY.

District No. 42.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—I desire to submit the following general report of the work in manual training done in Garfield, Bergen county, for the year ending August 31st, 1892:

In September, 1891, three branches of the work were introduced into the school, namely, kindergarten work, sewing and designing, mechanical drawing and construction from working drawings. Each branch was taught by a teacher who had received special training in that line. The kindergarten-room was fitted up with suitable chairs and tables for the work. Two lessons per week in drawing were given to all grades in the school. In addition to the above-mentioned work, about 250 pupils received instruction in the line of manual training. The work has proved eminently satisfactory. It has been the means of interesting the pupils and of quickening their intellectual faculties. It seems fitting that, if the school is to be kept abreast of the times, the use of tools should be taught. It certainly

possesses as much educational value as some of the things already taught, and since we cannot teach everything, why not drop some of the superfluous work that overburdens our school system and introduce something of this character that will give the boys and girls something that will develop their faculties and enable them to adapt themselves to their environments? We believe the intelligent use of tools cultivates habits of industry, carefulness and accuracy. It also enables the boy to find out whether he has any aptitude in this direction. Heretofore, the work in the higher grades of our schools has been adapted almost solely to those boys and girls who are to enter the professions, while the greater number has been neglected.

At present, Principal E. Shafto has charge of the wood-joinery and wood-carving, and the Misses Bertha Thompson and Fanny Wilcox the sewing and drawing. The results have been excellent, and much interest has been taken by the children.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$800 00
Amount received from the State.....	800 00
Amount received from other sources.....	.....
Total.....	\$1,600 00

Expenditures.

Teachers' salaries.....	\$825 00
Plant.....	123 25
Material.....	142 04
Rent.....	.....
Incidentals.....	.....
Balance, August 31st, 1892.....	509 71
Total.....	\$1,600 00

DRAWING.

1. *Name of teacher.*—Bertha Thompson.
2. *Special salary paid.*—\$525.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 150; female, 225.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Thirty minutes.
7. *Grade or grades in which subject is taught.*—All grades.
8. *Amount expended during current year.*—Plant.....; material, \$249.64.
9. *Total amount expended to date.*—Plant, \$; material, \$.....
10. *Description of plant.*—Prang's drawing models are used.
11. *Description of character and amount of work done*—This last year the older pupils, in connection with their work in physics, have constructed some of the simpler apparatus.

12. *State any changes contemplated for the coming year.*—During the coming year Prof. E. Shafto will conduct the higher work in mechanical drawing in connection with the woodwork.

SEWING.

1. *Name of teacher.*—The work in two rooms has been done by class teachers.

2. *Special salary paid.*—\$

3. *Is teacher engaged exclusively in this work?* No.

4. *Number of pupils taught.*—Male.....; female.....

5. *Number of lessons per week given each class.*—

6. *Length of lesson.*—

7. *Grade or grades in which subject is taught.*—

8. *Amount expended during year.*—Plant, \$.....; material, \$.....

9. *Total amount expended to date.*—Plant, \$.....; material, \$.....

10. *Description of plant.*—

11. *Description of character and amount of work done.*—

12. *State any changes contemplated for the coming year.*—A special teacher will have charge of this work in the higher grades.

Yours respectfully,

WM. B. HEPWORTH,
District Clerk.

HACKENSACK, BERGEN COUNTY.

District No. 33.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—In answer to your request for a statement in regard to the manual training taught in our school for the year ending August 31st, 1892, I beg to submit the following:

Manual training in its elementary stages only has been as yet introduced into our school. The district consists of families from nearly all the nations of Europe. The children have no opportunity of hearing English except at school, hence we labor under considerable disadvantage in presenting any subject to them that does not appeal to the eye, or to the intellect through manipulation by the hand.

The materials used have been clay, Prang's models, drawing paper, paper for construction of models, sewing cards with needles and thread, parquetry, folding papers, colored beads, peg-boards, splints and weaving mats.

The children modeled objects in clay, from the Prang models; made the pattern of the models in paper; constructed models from heavier paper and then drew the object from the clay, paper or wooden form. This work was done in three departments.

In the fourth or lowest department beads and peg-boards have been used in teaching number, giving the children opportunity to develop their idea of number from tangible things.

Sewing and pricking cards in connection with form, object, color and language lessons, giving opportunity for work in arrangement and neatness have been taught.

Parquetry, or pasting of colored papers for arrangement of form and color for developing strict attention to detail and exactness, has been taught.

Paper-folding and cutting was employed to develop ideas of position, shape and direction, and for an understanding of fractional parts.

Weaving mats gave opportunity for color arrangement, number drill and pattern-making, and the splints and stick-laying supplemented lessons in color, form and number work.

The use of these materials and the new work introduced with them has had a remarkable effect on the children's work in other lines, on their regularity in attendance, personal neatness and in enlarging their vocabulary of English words and idioms.

If the work could be carried out through the whole school course of the children who have had this work in their first year, the standard of the school would be noticeably higher.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State.....	500 00
Amount received from other sources .....	.....
Total.....	\$1,000 00

Expenditures.

Teachers' salaries	\$500 00
Plant .....	.....
Material.....	300 00
Rent.....	.....
Incidentals .....	.....
Balance August 31st, 1892.....	200 00
Total.....	\$1,000 00

DRAWING.

1. *Name of teacher.*—Mary B. Loos.
2. *Special salary paid.*—\$500.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 150; female, 120.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One-half hour.
7. *Grade or grades in which subject is taught.*—All grades, from second year primary to and including grammar grades.
8. *Amount expended during current year.*—Plant, \$; material, \$275.
9. *Total amount expended to date.*—Plant, \$..... ; material, \$275.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—The work done this year has been examination of Prang's models, sphere, cube, cylinder, hemi-

sphere, square, prism, ellipsoid, cone, round and square plinth; drawing of same and objects shaped like these forms; stick-laying, designing, arrangement in groups.

12. *State any changes contemplated for the coming year.*—The same line of work will be continued, but the pupils will be required to construct for themselves models, using as a guide the drawings made from our models. The forms will be made from paper, but work from the flat will be carved from wood.

MODELING.

1. *Name of teacher.*—Mary B. Loos.
2. *Special salary paid.*—\$.....
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 150; female, 120.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One-half hour.
7. *Grade or grades in which subject is taught.*—All grades, from first primary.
8. *Amount expended during current year.*—Plant, \$; material, \$25.
9. *Total amount expended to date.*—Plant, \$; material, \$25.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—In primary grades, modeling of sphere, cube and cylinder and common objects. In other grades, Prang's models have been imitated in connection with drawing and objects based on the principles of these models—sphere, cube, cylinder, hemisphere, square, prism, cone, ellipse, round and square plinth.
12. *State any changes contemplated for the coming year.*—In the higher grades work will be commenced in modeling leaves, fruit, &c. (from life), in relief; also design work in relief.

Yours truly,

LOUIS SEISS,
District Clerk.

LEONIA, BERGEN COUNTY.

District No. 6.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—The following report of the manual training work done in our school for the year ending August 31st, 1892, is hereby respectfully submitted:

The kindergarten department of our school comprises the first and second year grades, and is under the charge of a competent teacher, who is a graduate of the College for the Training of Teachers, at No. 9 University Place, New York. The other teachers have taken special courses for the purpose of better fitting themselves for this work.

Beginning in the lowest grade, with stick-laying and bead-work, the pupils are led step by step through the operations of paper-folding, weaving, parquetry, paper-cutting, clay-modeling, drawing and sewing.

Models are supplied in each room, and pupils are taught to draw from objects, to make paper forms, to draw from copy, map-drawing

and designing. It has been our aim in the first year of manual work to lay the foundation for future progress in this direction, and the work done has been very gratifying to the parents and officials of the school.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State.....	500 00
Amount received from other sources.....	.....
Total.....	\$1,000 00

Expenditures.

Teachers' salaries.....	\$525 00
Plant.....	84 80
Material.. ..	27 85
Rent.....	.....
Incidentals.....	14 60
Balance August 31st, 1892.....	347 75
Total.....	\$1,000 00

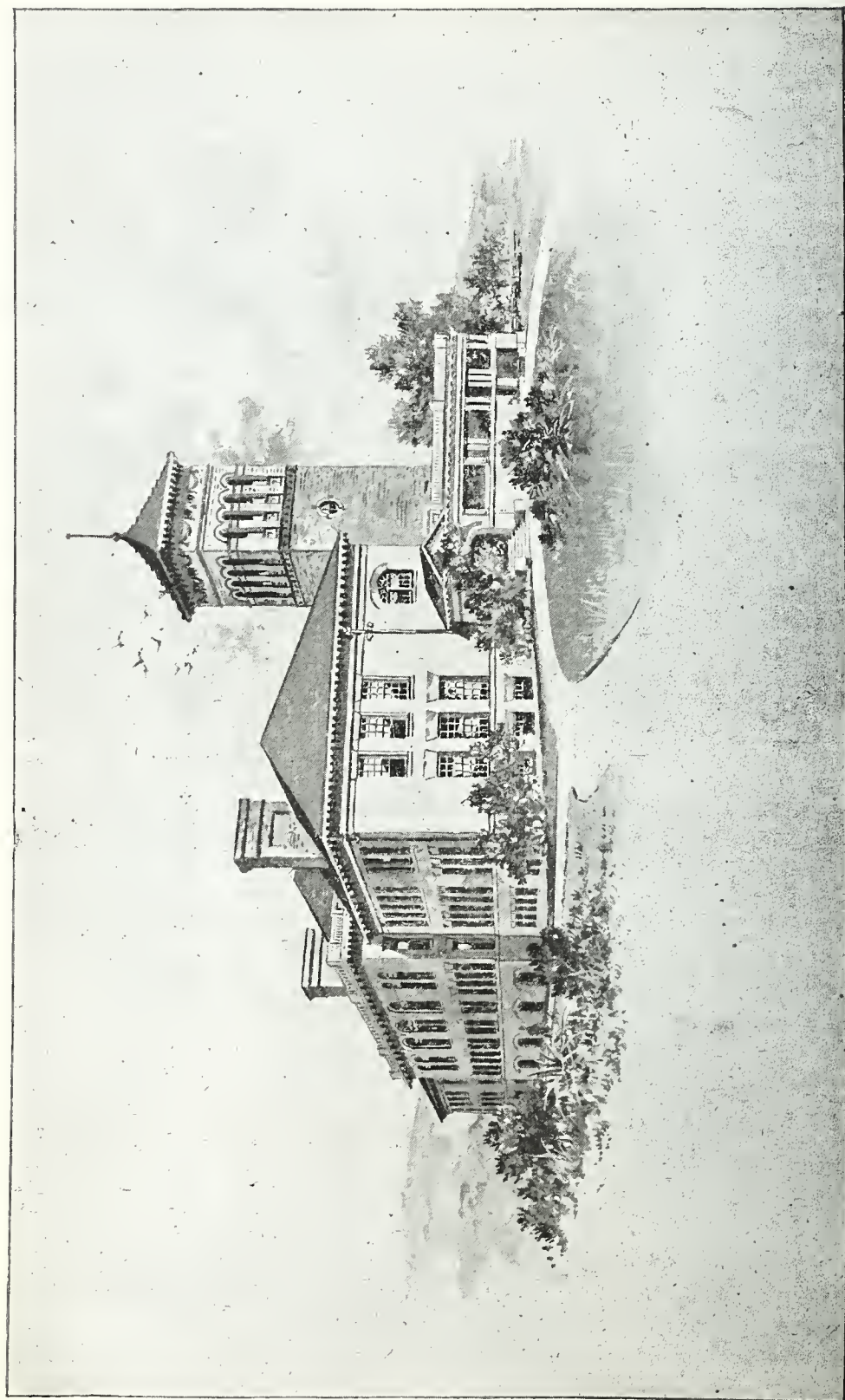
DRAWING.

1. *Name of teachers.*—Bessie I. Gill, R. E. Gismond.
2. *Special salary paid.*—\$450 and \$75—\$525.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 49; female, 67.
5. *Number of lessons per week given each class.*—Five.
6. *Length of lesson.*—Thirty minutes.
7. *Grade or grades in which subject is taught.*—First, second, third, fourth, fifth, sixth, seventh, eighth.
8. *Amount expended during current year.*—Plant, \$.....; material, \$17.70.
9. *Total amount expended to date.*—Plant, \$.....; material, \$.....
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Free-hand drawing of square, circle, cylinder, and objects based on each; vertical, oblique, horizontal lines; position of body, pencil-holding, study of ball, cube and cylinder, stick and ring-laying, parquetry-pasting, paper-folding, weaving, cutting colored paper and pasting for borders.

MODELING.

1. *Name of teachers.*—Bessie I. Gill, R. E. Gismond.
2. *Special salary paid.*—\$.....
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 39; female, 54.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Thirty to forty minutes.
7. *Grade or grades in which subject is taught.*—First, second, third, fourth, fifth, sixth.





HIGH SCHOOL.

Montclair, - - - Essex County.

This building is situated between Orange Road and St. Luke's Place, and is located on lot with front to each street. It is 235 feet over all in length and 81 feet over all in width, and is two stories and basement in height, with tower, loggia and carriage porch on northeast corner.

All class-rooms are arranged to secure sunlight and are on the south side of building. They are lighted with proportion of one square foot of glass surface to six square feet of floor surface, and windows are kept close to ceilings and are all square-headed.

In plan the building is entered through vestibules at either end for first floor—one entrance being for boys and one for girls. Their staircases are close to entrance for quick exit. A long corridor about 13 feet 6 inches wide extends from entrance to entrance.

Every class-room has two exits to corridor—one for boys and one for girls. In the corridors are placed the wardrobes of special design by the architect, and better ventilation will be secured for clothing than by ordinary methods.

The teacher in command of the floor will be enabled to maintain thorough discipline, because from the center all pupils, in wardrobes, entering entrances, class-rooms or going up or down stairs, will be constantly under supervision. In this corridor are three foot-warmers for pupils' use.

On the south side of this corridor are seven class-rooms, which will accommodate from 50 to 60 pupils each. Each room is provided with teacher's closets and book closets; natural slate blackboards surround the walls; the finish is of ash throughout the whole building, and the floors are of three-inch cone-grained hard pine.

On the north side of the corridor are two recitation-rooms, toilet-room for boys and one for girls. The principal's office, toilet closets, depository, waiting-room, reference-room and library, with space for 20,000 volumes, occupy the balance of room on this floor.

On the second floor are four more class-rooms, two recitation-rooms, two more toilet-rooms, chemical laboratory, physical laboratory, lecture-room and assembly hall with a stage and two dressing-rooms. The assembly hall has a seating capacity of 650. The teachers are provided with a lunch-room on this floor. Fittings, cabinets, laboratory tables, dark-room, &c., are provided.

In the roof is a drawing-room and an unfinished gymnasium with clear floor space of 30 by 82 feet. There is a room in the tower finished off and stairs are provided to bell deck of tower for star-gazing.

The basement is finished with janitor's suite of rooms, boys' play-room, girls' play-room, a work-room for janitor, boiler-room, fuel-room, engine, fan-room and fresh-air rooms. No expense has been spared to make the basement dry, and the floor is concreted. The floor of boiler-room is paved with brick.

The children are provided with proper drinking-places on each floor and hand-bowls in toilet-rooms. The toilet-rooms have asphalt floors and walls covered with buff impervious finish, so that water can be turned on and cleaned daily. Fire-hose and stand-pipe are provided on each floor. The system of heating and ventilation adopted here is that of the Smith Heating and Ventilating Co., of Boston, and is a fan system, providing 30 cubic feet of air per minute per pupil, at a uniform temperature without a draft, and removing the same to the amount of 1,080,000 cubic feet every hour. The stairs in this building are of iron with rubber covers on the iron treads.

The exterior treatment of design is of classic style; the combination of red brick, buff stone, buff brick and cream-colored terra-cotta making a fine effect. The roofs are slated and coppered, and when the grading is done this will be the finest school building in this part of the country.

Cost of building.....	\$91,196 00
Cost of land.....	24,000 00
Total.....	<u>\$115,196 00</u>

8. *Amount expended during current year.*—Plant, \$79.80; material, \$2.40.
 9. *Total amount expended to date.*—Plant, \$79.80; material, \$2.40.
 10. *Description of plant.*—Thirty-one sets models, No. 25; forty sets models, No. 22; forty sets models, No. 21; two sets models, No. 16; table and chairs, lifts and tablets, clay.
 11. *Description of character and amount of work done.*—Modeling the type forms and objects based on each; forms of life.
 12. *State any changes contemplated for the coming year.*—Same work continued and amplified.

SEWING.

1. *Name of teacher.*—Bessie I. Gill.
 2. *Special salary paid.*—
 3. *Is teacher engaged exclusively in this work?*—No.
 4. *Number of pupils taught*—Male, —; female, —.
 5. *Number of lessons per week given each class.*—One.
 6. *Length of lesson.*—Thirty-five minutes.
 7. *Grade or grades in which subject is taught.*—First, second.
 8. *Amount expended during year.*—Plant, \$5; material, \$7.75.
 9. *Total amount expended to date.*—Plant, \$5; material, \$7.75.
 10. *Description of plant.*—Scissors, four dozen.
 11. *Description of character and amount of work done.*—Sewing lines in different directions, forms of life, and forms of beauty on cards.
 12. *State any changes contemplated for the coming year.*—Sewing to be continued in third and fourth and fifth grades.

Yours respectfully,

P. P. CLUSS,
District Clerk.

MONTCLAIR.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—I herewith present my report on manual training for the public school of Montclair for the year ending August 31st, 1892:

	Male pupils.	Female pupils.	Lessons per week.	Length of lesson.	Grades.*
Drawing.....	560	612	2	40 minutes.	All below High School.
Wood-carving ...	58	128	2	1 hour.	Eighth and ninth.
Sewing.....	...	37	2	1 hour.	Seventh.
Cooking.....	...	60	2	1 hour.	Eighth.
Joinery	41	...	2	1 hour.	Seventh.
Work in metal...	56	...	1	2 hours.	Ninth.

DRAWING.

First and Second Grades.—The work has consisted chiefly in drawing the faces of geometric solids, and of similar objects; also designs made with sticks and tablets.

Third Grade.—(a) Pencil movements in drawing, and dividing various lines; (b) drawing of objects on a level with the eye, and

* Grades are named in order, first, second, third, fourth, &c., from the kindergarten to the High School.

based upon the square, oblong and circle; (c) borders formed by repetition of a unit, both original and dictated.

Fourth Grade.—(a) Drawings have been made from: Angles, tablets, objects in three dimensions, leaves; (b) designs, both in symmetrical arrangements and in borders; (c) primary colors in pale tints have been recognized and reproduced in flat washes.

Fifth Grade.—(a) Drawings of tablets, geometric solids, and various objects have been made; (b) patterns of geometric solids have been drawn by which the children have made useful and ornamental articles; (c) designs, both in symmetrical arrangements and borders; (d) flat washes in tones and tints of the primary colors, also combinations to form secondary colors.

Sixth Grade.—(a) Practice in drawing type forms and natural objects; (b) top and front views of models preparatory to the making of working drawings; (c) curved and straight-line designs for borders and surface coverings.

Seventh Grade.—(a) A variety of typical, artificial and natural forms have been drawn; (b) working drawings of joints and other work done in the shop; (c) designs have been drawn with curved elements, and the backgrounds inked in.

Eighth Grade.—(a) A number of models were drawn singly and shaded. The work was varied by introducing natural objects as models. Special attention was given to the drawing of leaves singly and in groups, spring flowers, &c. (b) Designs for wood-carving were invented by combining leaf forms with curves; more elaborate designs, with inked backgrounds, were drawn.

Ninth Grade.—(a) About a dozen groups of models and other objects were drawn, and shaded with pencil. (b) Drawings were made with charcoal from both casts and natural objects.

WOOD-CARVING.

Pupils have had drill with pine cuts in the care and use of tools. They have executed the following: (a) Plain and surface-carving of blotters and inkstands; (b) diaper carving, folios and paper racks; (c) horizontal and vertical lines of decoration, picture frames and screen frames; (d) incised model-carving, frames, book slides, boxes, &c.; (e) relief work, both conventional and naturalistic treatment, chairs, bellows, stools, chests, &c.; (f) practice in finishing with oil, stain and shellac.

SEWING.

Special attention has been given to overhanding, running, stitching, overcasting, hemming and binding. These stitches have been applied to the making of several articles of clothing.

COOKING.

The work done in this department may be classified under the following heads, in each of which the pupils have received a number of lessons: Vegetables, canning fruits, soups, bread, meats and poultry, entrees, cakes, desserts, fish, salads, cereals, eggs, miscellaneous.

JOINERY.

Preliminary exercises in the use of the saw, chisel, plane, &c. Pupils have made twelve different kinds of joints, including dovetailing. They have constructed bench-hook, saw-horse, miter-box and a finished box. They have also had practice in gluing.

METAL-WORK AND WOOD-TURNING.

Wood-turning.—Pupils have practiced with about ten graded exercises, including cups, vases, &c.

Metal-work.—(First) *Lathe-work.* (a) Rough iron castings have been turned to size and polished. (b) Mandrels have been made and pieces bored, driven on, turned and finished. (Second) *Vise-work.*—(a) Pupils have chipped and filed a rough cast-iron cube, two inches square, into a perfect polished cube. (b) A brass template of 240 degrees has been made from a finished milled nut, and then by means of this template a rough-pressed nut has been filed into a true polished hexagon. (c) Metal cylinders have been chipped and filed hexagonal by means of the above template. (Third) *Forging.*—Pointing and bending of a three-eighths wrought-iron rod into a staple, ring and fire poker. (Fourth) Some practice has also been given in drilling and thread-cutting.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$1,000 00
Amount received from the State.....	1,000 00
Amount received from other sources.....	1,038 00
Overdrawn.....	948 00
Total.....	\$3,966 00

Expenditures.

Teachers' salaries.....	\$2,154 00
Plant.....	476 34
Material.....	297 34
Rent	120 00
Incidentals	918 32
Balance August 31st, 1892.....	
Total.....	\$3,966 00

DRAWING.

1. *Name of teacher.*—Mary J. Goffe.
 2. *Special salary paid.*—\$600.
 3. *Is teacher engaged exclusively in this work?*—Yes.
 4. *Number of pupils taught.*—Male, 560; female, 612.
 5. *Number of lessons per week given each class.*—Two.
 6. *Length of lesson.*—Forty minutes.
 7. *Grade or grades in which subject is taught.*—All below High School.
 8. *Amount expended during current year.*—Plant, \$.....; material, \$.....
- Accounts not separated.
9. *Total amount expended to date.*—Plant, \$.....; material, \$.....
 10. *Description of plant.*—Prang's drawing models; geometrical solids; plaster casts of leaves, flowers and fruits.
 11. *Description of character and amount of work done.*—Constructive and mechanical drawing, designing for carving, &c. Drawing and shading with pencil and charcoal casts.
 12. *State any changes contemplated for the coming year.*—The work was revised during the past year, and the present plans will be continued during the coming year.

MODELING.

1. *Name of teacher.*—Merive Thompson.
2. *Special salary paid.*—\$150.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 39; female, 39.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour each.
7. *Grade or grades in which subject is taught.*—Sixth grade.
8. *Amount expended during current year.*—Plant, \$11.74; material, \$13.45.
9. *Total amount expended to date.*—Plant, \$.....; material, \$.....
10. *Description of plant.*—Desks, modeling-boards, tools, plaster casts, closet and shelves for finished work, and shelves for work in course of construction.
11. *Description of character and amount of work done.*—Pupils work from life forms and plaster casts; each pupil averages two pieces per month, according to ability and character of model.
12. *State any changes contemplated for the coming year.*—No special changes are contemplated for next year.

CARVING.

1. *Name of teacher.*—Amelia D. Sutton.
2. *Special salary paid.*—\$650.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 58; female, 123.

5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour each.
7. *Grade or grades in which subject is taught.*—Eighth and ninth grades.
8. *Amount expended during current year.*—Plant, \$231; material, \$.....
9. *Total amount expended to date.*—Plant, \$.....; material, \$224.68.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Care and use of tools and surface-carving; horizontal and vertical decorating; incised model-carving; relief-work; practice with oil, stain and shellac.
12. *State any changes contemplated for the coming year.*—None.

SEWING.

1. *Name of teachers.*—Alice Fletcher, F. E. Shepard.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*—Male,; female,
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour each.
7. *Grade or grades in which subject is taught.*—Seventh.
8. *Amount expended during year.*—Plant, \$.....; material, \$6.
9. *Total amount expended to date.*—Plant, \$; material, \$
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Overhanding, running, stitching, overcasting, gathering, banding, hemming; stitches applied to making doll's wardrobe; each girl completes one set.
12. *State any changes contemplated for the coming year.*—None.

COOKING.

1. *Name of teacher.*—Merive Thompson.
2. *Special salary paid.*—\$400.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*—Male,; female, 64.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour each.
7. *Grade or grades in which subject is taught.*—Eighth grade, divided into three divisions.
8. *Amount expended during current year.*—Plant, \$53.11; material, \$121.32.
9. *Total amount expended to date.*—Plant, \$53.11; material, \$121.32.
10. *Description of plant.*—Large gas range, six single burners attached to long desk, in which are drawers and closets for small cooking utensils; two kitchen tables, sink, settee and chairs, charts, kitchen utensils, &c.
11. *Description of character and amount of work done.*—Bread, soups, meats and poultry, vegetables, entrees, desserts, cake, salads, cereals, eggs, &c. Each class has prepared about two hundred articles of food.
12. *State any changes contemplated for the coming year.*—No material changes are intended.

WOOD-WORKING.

1. *Name of teacher.*—Amelia D. Sutton.
2. *Special salary paid.*—Included in the carving.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male 41; female.....
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One hour each.
7. *Grade or grades in which subject is taught.*—Seventh grade.

8. *Amount expended during current year.*—Plant, included in carving account; material, \$
9. *Total amount expended to date.*—Plant, \$; material, \$.....
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Exercises in the use of the saw, chisel, plane, &c.; have made twelve different kinds of joints; have constructed bench-hook, saw-horse, miter-box, &c.
12. *State any changes contemplated for the coming year.*—None.

IRON-WORKING.

1. *Name of teacher.*—William E. S. Strong.
2. *Special salary paid.*—\$404.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 53; female
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—Ninth grade.
8. *Amount expended during current year.*—Plant, \$.....; material, \$.....
9. *Total amount expended to date.*—Plant, \$; material, \$
10. *Description of plant.*—Two forges, three metal lathes, five wood-turning lathes, nine vises, one emery wheel.
11. *Description of character and amount of work done.*—The simpler operations in the use of tools; six exercises on metal lathe, ten on wood lathe, five on vises; cube, brass template of 240°; staples, ring, fire-poker, &c.; drilling and thread-cutting.
12. *State any changes contemplated for the coming year.*—None.

Yours respectfully,

RANDALL SPAULDING,
Superintendent.

MORRISTOWN.

Mr. A. B. Poland, State Superintendent:

DEAR SIR—I have the honor to transmit herewith a report upon manual training in the Morristown public schools.

First. Drawing and modeling are a part of the regular daily instruction. Miss Van Horn devotes her whole time to this work, and the result has been very satisfactory to the Board of Education.

Second. Wood-working and carving have been taught upon Saturdays by Mr. Frank Hale, a trained teacher. The classes have been filled by volunteers, and the work done, so far as the limited number reached in this way, was satisfactory.

Third. Cooking was also taught on Saturdays only. Miss A. E. Erdman was the teacher, and her work was also satisfactory, but subject to the same limitations in usefulness as in the wood-working classes.

Fourth. Sewing was taught on Saturdays also by two teachers, Misses Cooper and Hazeltine. The work here was excellent also.

Because of reasons deemed satisfactory by the Board of Education, no special tax for manual training was levied for the year commencing September, 1892, and therefore all manual training work, except drawing and modeling, will be discontinued, and the special com-

mittee, composed of members of the Board of Education and other citizens of the town who were much interested in this work, has been dissolved.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$319 49
Amount raised by special tax.....	500 00
Amount received from the State.....	500 00
Amount received from other sources.....	.....
Total.....	<u>\$1,319 49</u>

Expenditures.

Teachers' salaries.....	\$1,049 10
Plant.....	.....
Material.....	55 12
Rent.....	30 00
Incidentals.....	40 70
Balance August 31st, 1892.....	<u>144 57</u>
Total.....	<u>\$1,319 49</u>

DRAWING.

1. *Name of teacher.*—Sallie Van Horn.
2. *Special salary paid.*—Drawing and modeling, \$600.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 510; female, 520.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—One-half hour, except in High School rooms; one hour and a half once a week.
7. *Grade or grades in which subject is taught.*—All grades.
8. *Amount expended during current year.*—Plant,; material, \$6.
9. *Total amount expended to date.*—Plant,; material, \$45.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Form study and drawing in primary rooms. Prang's complete course to No. 8 drawing-book; working drawing, last drawing from solid; plant form from nature; historic ornament; instrumental perspective; projection and shadows; water color and charcoal drawing.
12. *State any changes contemplated during the coming year.*—

3. MODELING.

1. *Name of teacher.*—Sallie Van Horn.
2. *Special salary paid.*—Modeling and drawing, \$600.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 510; female, 520.
5. *Number of lessons per week given each class.*—High School one every week; other grades one every third week.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—All grades.
8. *Amount expended during current year.*—Plant, \$.....; material, \$3.

9. *Total amount expended to date.*—Plant, \$; material, \$25.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—Modeling from geometric solids, from plant form, from casts, from fruit, &c.
12. *State any changes contemplated for the coming year.*—

CARVING.

1. *Name of teacher.*—Frank Hale.
2. *Special salary paid.*—Included in wood-working.
3. *Is teacher engaged exclusively in this work?*—
4. *Number of pupils taught.*—Male, 10; female,
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour and a half.
7. *Grade or grades in which subject is taught.*—Elementary and simple designs.
8. *Amount expended during current year.*—Plant, \$30; material, \$
9. *Total amount expended to date.*—Plant, \$30; material, \$
10. *Description of plant.*—Six sets of tools; work being done in the wood-working room, the same benches, &c., answered.
11. *Description of character and amount of work done.*—
12. *State any changes contemplated for the coming year.*—

SEWING.

1. *Name of teachers.*—Miss M. Cooper, Miss M. Hazeltine.
2. *Special salary paid.*—\$3 per day to each.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male,; female, 115.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour and a half.
7. *Grade or grades in which subject is taught.*—Learning stitches on patches; making undergarments; making dresses.
8. *Amount expended during year.*—Plant, \$3.35; material, \$1.44. The material for their dresses was supplied chiefly by themselves.
- *9. *Total amount expended to date.*—Plant, \$10.40, for three years; material, \$3.59, for three years.
10. *Description of plant.*—Movable closet to hold work, thimbles, scissors, stocking-darners, needles, work-bags, brown-paper specimen books.
11. *Description of character and amount of work done.*—All the plain sewing stitches, buttonholes, darning, herring-bone and feather stitch are taught upon patches, according to the Wilson Mission method; afterwards, garments and dresses are made.
12. *State any changes contemplated for the coming year.*—Work dropped entirely.

COOKING.

1. *Name of teacher.*—Miss A. C. Erdman.
2. *Special salary paid.*—\$3 per day.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male,; female, 25.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour and a half.

*These sewing classes succeeded a private sewing school, supported by voluntary subscriptions, and inherited from it the work closet and a certain amount of material and ready-cut garments, not included in above value of plant, &c.

7. *Grade or grades in which subject is taught.*—The regular course of twenty or more lessons, graded by New York College for Training of Teachers, No. 9 University Place, New York.

8. *Amount expended during current year.*—Plant, \$.....; material, \$.....

9. *Total amount expended to date.*—Plant, \$200; material, \$.....

10. *Description of plant.*—One regular cooking stove, with all needed utensils; a full assortment of earthenware, bowls, pitchers, plates, jars, cups and saucers, all needed tinware, knives and forks and spoons, two food-charts, one of comparative nutrition, one of analysis; also a set of prepared and bottled analyses of different articles of food in common use.

11. *Description of character and amount of work done.*—Lessons on making and regulating fire in a cooking stove; introductory lessons on the properties of heat, &c.; practice in each branch taught, and the cooking receipts and instructions copied in a book by each pupil, to be kept as her own.

12. *State any changes contemplated for the coming year.*—Work dropped entirely.

WOOD-WORKING.

1. *Name of teacher.*—Mr. Frank Hale.

2. *Special salary paid.*—Per month, \$28.30.

3. *Is teacher engaged exclusively in this work?*—Yes.

4. *Number of pupils taught.*—Male, 40; female,

5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—One hour and a half.

7. *Grade or grades in which subject is taught.*—According to the system of New York College for Training Teachers, from which place Mr. Hale came.

8. *Amount expended during current year.*—Plant, \$.....; material, \$28.21.

9. *Total amount expended to date.*—Plant, \$1,000; material, \$.....

10. *Description of plant.*—A one-story building; wood-working room 20 by 26; ten work-tables, equipped, each with full set of tools; also six complete sets of carving tools.

11. *Description of character and amount of work done.*—From the elementary sawing, planing, &c., up to the application of different joints in making boxes, tables, stools, frames, &c.

12. *State any changes contemplated for the coming year.*—Work dropped entirely.

Respectfully submitted,

STEPHEN PIERSON,
Chairman Special Committee.

ORANGE.

Hon. A. B. Poland, State Superintendent:

DEAR SIR—I have the honor of submitting the following report upon manual training in the public schools of Orange, in addition to the statement already forwarded:

The advancement of the pupils has been along broad lines, and the different subjects of parquetry, drawing, clay-modeling, sewing, cooking and wood-working have been kept well in hand. No pupil in the schools, except a few of the advanced High School class who had completed the work prescribed, has been without some form of manual training. The children of the first year grade, upon entering school, receive instruction in elementary drawing, paper and clay-

work, and as they advance in years they progress in the subjects of this department, in common with the other studies of the school course.

In the primary classes, the grade teachers have given most of the lessons in drawing, the special teacher giving one each week, and having general supervision. There has been an increase in the time allotted to the subject, as compared with the year preceding, and excellent progress has been made. Extracts from a report of Miss Habberton and Miss Mellick, two of the special teachers, will show more particularly the line of work in the different grades, in the various branches of the subject.

PRIMARY GRADES.

"The form study and drawing in this department have been based on 'Prang's Use of Models.' The first six solids, or type forms, have become familiar to the children of the first year grade by means of clay-modeling and drawing facts and appearances. Decorative borders of figures have been laid with colored paper tablets (red, yellow and blue), and gummed, thus affording a permanent object lesson. Sewing on cards with wool, and folding of objects from 4" colored papers, have been the other important features of this grade.

"The form study and drawing of the second year grade have included the second series of six type forms, which have been studied in the same way as the first series. The decorative forms have been laid with tints and shades of all the prismatic colors, in regular order. The same order of color has been followed in the weaving of mats, and the folding of paper in decorative form. The third and fourth year grades, in addition to completing Nos. 1 and 2 of Prang's Shorter Course in Drawing, and to the modeling of relief forms on tiles, have studied color by laying charts of the five tones of each prismatic and each intermediate color, respectively, and by making decorative forms from tints and shades of each color, from dictation, with original designs by each pupil."

GRAMMAR GRADES.

Prang's Shorter Course in Drawing, Nos. 3, 4 and 5, and Nos. 8, 9 and 10 of the Clark edition, are used throughout the grammar grades. Sewing is pursued by all the girls, using a course of twenty-four patches. The boys of the fifth year grade continue the study of color by laying scales of five tones of tertiary colors—brown and gray—with designs from historic forms. The boys of the sixth and seventh years are taught slip-work, a course of eighteen pieces, with

additional lessons furnished by Mr. Hale. The boys of the eighth and ninth years are instructed in a course of twenty-five pieces in joinery.

HIGH SCHOOL.

In the High School the boys have special work in carpentry, including models of benches, tables, doors, window sash, &c. The girls of the tenth and eleventh years have courses in cooking, thirty-two lessons in each course, averaging eighty dishes.

The financial exhibit, and a summary of other portions of the statistical report, are appended.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$1,900 00
Amount received from the State.....	1,900 00
Amount received from other sources.....	.....
Overdrawn March 1st, 1892... ..	182 35
Total.....	<u>\$3,982 35</u>

Expenditures.

Teachers' salaries.....	\$2,220 20
Plant	71 30
Material.....	163 99
Rent.....	262 50
Incidentals.....	379 92
Overdrawn March 1st, 1891... ..	884 44
Balance August 31st, 1892.....	.....
Total.....	<u>\$3,982 35</u>

The foregoing figures are made up to the close of the last fiscal year, March 1st, 1892.

DRAWING.

1. *Name of teacher.*—Miss Lizzie A. Mellick.
2. *Special salary paid.*—\$700.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 1,166; female, 1,128.
5. *Number of lessons per week given each class.*—One, on the average.
6. *Length of lesson.*—In some younger grades, one-half hour; in the older, one hour.
7. *Grade or grades in which subject is taught.*—All grades and all classes, except fourth year in High School.
8. *Amount expended during current year.*—Plant, \$.....; material, \$149.27.
9. *Total amount expended to date.*—Plant, \$.....; material, \$.....

10. *Description of plant.*—A collection of wooden geometric forms, color charts, casts, drawing-tables, drawing-boards, pencils and erasers, pencil sharpeners.

11. *Description of character and amount of work done.*—Prang's complete course of drawing-books used. Drawing also from object; conventionalizing of leaves, &c., for ornament; primary, secondary and intermediate colors; tertiary colors in grammar grades; working drawings; geometrical problems; voluntary work in India ink and water colors; historic ornament.

12. *State any changes contemplated for the coming year.*—

MODELING.

1. *Name of teacher.*—Miss M. E. Habberton.

2. *Special salary paid.*—\$1,000.

3. *Is teacher engaged exclusively in this work.*—Cooking, sewing and general supervision.

4. *Number of pupils taught.*—Male, 922; female, 846.

5. *Number of lessons per week given each class.*—One. Some lessons given by regular teachers, under supervision of Miss Habberton.

6. *Length of lesson.*—

7. *Grade or grades in which subject is taught.*—All primary grades, D grammar, and the C grammar in No. 2 school.

8. *Amount expended during current year.*—Plant, \$; material, \$28.62.

9. *Total amount expended to date.*—Plant, \$42.64; material, \$65.17.

10. *Description of plant.*—Modeling-boards and enameled cloth covers, wooden clay tools, crocks for holding clay, clay on hand.

11. *Description of character and amount of work done.*—Forming of geometric solids (spheres, cubes, cones, &c.); modeling twelve type forms and objects based thereon; tiles with geometric and natural forms in relief.

12. *State any changes contemplated for the coming year.*—

SEWING.

1. *Name of teacher.*—Miss M. E. Habberton.

2. *Special salary paid.*—\$1,000.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, none; female, 340.

5. *Number of lessons per week given each class.*—

6. *Length of lesson.*—Three-quarters of an hour in most classes; a little longer in the older grammar grades.

7. *Grade or grades in which subject is taught.*—All grammar grades.

8. *Amount expended during year.*—Plant, \$30.47; material, \$18.83.

9. *Total amount expended to date.*—Plant, \$204.20; material, \$362.56.

10. *Description of plant.*—Scissors, thimbles, needles and working material on hand, with proper closets for holding the same.

11. *Description of character and amount of work done.*—Twenty-four varieties of stitches on patches and four models of garments.

12. *State any changes contemplated for the coming year.*—

COOKING.

1. *Name of teacher.*—Miss M. E. Habberton.

2. *Special salary paid.*—\$1,000.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, none; female, 35.

5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—About one and one-half hours.
7. *Grade or grades in which subject is taught.*—High School, first and second years.
8. *Amount expended during current year.*—Plant, \$.....; material, \$42.97.
9. *Total amount expended to date.*—Plant, \$980.50; material, \$125.04.
10. *Description of plant.*—Two gas ranges, twelve small gas stoves connected with ranges, dishes, cooking utensils, ice-chest, moulding table, drawers and closets, diagrams showing nutritive power of different foods, beef charts, cupboards, clock, bottled results of analyses of some dozen different foods, showing chemical constituents, &c., all in a room fitted up for the purpose.
11. *Description of character and amount of work done.*—Instruction in the chemical changes taking place in cooking; the hygienic value of different foods; preparation of simple dishes for the home and the sick-room; bread-making; care of dishes, &c.; domestic economy.
12. *State any changes contemplated for the coming year.*—

WOOD-WORKING.

1. *Name of teacher.*—Frank E. Hale.
2. *Special salary paid.*—\$6 per day.
3. *Is teacher engaged exclusively in this work?*—Two days a week in Orange, remaining time in other schools.
4. *Number of pupils taught.*—Male, 188; female, none.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Three-quarters of an hour to most classes; one hour to High School, A and B grades.
7. *Grade or grades in which subject is taught.*—High School and grammar grades.
8. *Amount expended during current year.*—Plant, \$.....; material, \$43.10.
9. *Total amount expended to date.*—Plant, \$1,240.39; material, \$1,095.25.
10. *Description of plant.*—A large, well-lighted room (rented), with fifteen double benches amply equipped with first-class tools, with lockers for unfinished work; closets, stamps, a reception-room and office, a connecting room for storage of lumber and finished work.
11. *Description of character and amount of work done.*—In the C² grammar grade, knife-work, preparatory to the use of the ordinary tools; in the other grades instruction is given in sawing, planing, chiseling, making of different joints, mitering, making of models of window-sash and doors, tables, cabinets and book-racks.
12. *State any changes contemplated for the coming year.*—We hope to have two or more wood lathes for work of the advanced boys.

Respectfully submitted,

U. W. CUTTS,
Superintendent.

PASSAIC.

A. B. Poland, Esq., State Superintendent:

DEAR SIR—The work of the past year in our schools, in manual training, has been carried on industrially, all along the line, and with excellent results.

1. The object has been to draw out the powers of the children to express their ideas by means of stick-laying, drawing and making.

For the pupils of the first and second years, the study has been based upon the twelve type models, viz., the sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, the ellipsoid, ovoid, equiangular-triangular prism, the cone, the square pyramid and the vase form, and the natural and manufactured articles connected with them.

Handling these gave an impression of form through the sense of touch. This impression was then expressed by moulding the objects in clay, thus securing the ability to use the hand to express thought, and developing the powers of observation, and acquiring a simple, complete and fascinating means of expression.

Advantage was also taken of stick-laying exercises and tablet-laying, greatly to the delight of the children. Objects about the room were represented; then, drawing upon memory and imagination, absent objects and ideas conceived in the brain were set forth, one after another, till the hitherto prosy school-rooms were made to seem like *curio shops*.

Of course much stress was laid upon the idea that the object must be clearly defined in the child's mind before any attempt was made of representation.

2. An important feature in our manual training work of the past year was paper-folding and pattern-making; both were used as means of constructing models of useful objects, and to widen the scope of the child's creative faculty.

3. Cutting geometric and decorative forms *from thin wood* was also attempted, with amusing and practical results. And here, especially, was opportunity for training the hand and the eye in the use of the pencil, the scissors and the knife.

4. In the classes of the third and fourth years, and indeed all along through the grammar grades, the work was carried on under three heads: (a) construction, including working drawings; (b) pictorial drawing, or a representation of appearances of objects, and (c) decorative drawing, under which head a study of historical ornament and of plant form was pursued.

It will hence be seen that while the work of manual training in the Passaic city schools, the past year, has not been pretentious—we had no building set apart for its conduct, no outlay was made for carpenter's tools, or for benches or lathes or forges—nevertheless, following up the child-work of the kindergarten, the occupations, the sequences, &c., a constant industry in other lines than memorizing the reading-chart and the primer, was the order of certain portions of every day, thus relieving the school-rooms of their wonted monotonous routine.

Whatever may come of the endeavors of the friends of the schools in the line of wood-carving and light carpentry during the coming year, this work among the very young will not be discontinued.

Full supplies have been ordered and an increase of appliances over those of last year.

Here the wheels of progress will not be allowed to stand still or to go backward.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	
Amount raised by special tax.....	\$600 00
Amount received from the State.....	600 00
Amount received from other sources.....	
Total.....	\$1,200 00

Expenditures.

Teachers' salaries.....	\$995 00
Plant.....	
Material.....	134 92
Rent.....	
Incidentals.....	
Balance August 31st, 1892.....	70 00
Total.....	\$1,200 00

DRAWING.

1. *Name of teacher.*—Miss Margaret W. Langstroth.
2. *Special salary paid.*—\$495.
3. *Is teacher engaged exclusively in this work.*—Yes.
4. *Number of pupils taught.*—Male, 400; female, 421.
5. *Number of lessons per week given each class.*—One; thirty-three classes.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—Eight grammar grades and the three highest primary grades; eleven grades in all.
8. *Amount expended during current year.*—Plant,; material, \$134.92, including kindergarten materials.
9. *Total amount expended to date.*—Plant,; material, \$134.92.
10. *Description of plant.*—
11. *Description of character and amount of work done.*—For drawing, as stated above; for "making," paper folding and cutting, in accordance with designs; clay-moulding and kindergarten work, sewing, weaving, &c., &c.
12. *State any changes contemplated for the coming year.*—It is purposed for the coming year to concentrate the work of the drawing teacher, limiting her field to the four highest grammar grades. She will be trained in wood-carving and light joinery. She will instruct in this work. Either a room will be set apart for this work or "desk covers" will be provided and kits of tools purchased. An earnest endeavor will be made to establish industrial training. And the kindergarten will no longer be supported from the manual training fund. Each primary school will have its regular kindergarten teacher for the lowest primary grade.

Respectfully,

H. H. HUTTON,
Superintendent.

PATERSON.

Hon. A. B. Poland, State Superintendent, Trenton, N. J.:

DEAR SIR—I herewith submit a report of manual training, as you request. I present first a brief statement of the general aspects of this branch of instruction in our schools at this time.

The lowest classes in each of our seventeen schools are being gradually converted into mixed kindergarten classes, that is to say, classes in which a large element of kindergarten instruction is conjoined with the usual primary work of the first year. Some of the teachers of these classes have already considerable knowledge of kindergarten theory and method. We hope that in time a creditable amount of kindergarten work will be done in each school. The great cost of material, and the comparatively late age at which pupils enter our schools, are the two chief difficulties in the way of complete success.

Drawing is taught in nearly all the grades of the elementary schools. The chief obstacle here is the cost of material, such as models, casts and the like. The extent of the work accomplished in drawing is limited by the amount which can be spent on drawing material. The pupils who take instruction in working in wood in the manual training shop make their own working drawings for each piece of work before it is undertaken.

Mechanical drawing is taught during the second year of the High School course, and excellent results are attained.

About 300 pupils of the upper classes of the elementary schools, and of the High School, attend the manual training shop one-half day every two weeks, taking instruction in wood-working, carving, electrical fitting, &c.

Sewing is taught to a limited extent in two or three schools.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$1,769 48
Amount raised by special tax.....	1,000 00
Amount received from the State	1,000 00
Amount received from other sources.....	.....
Total.....	\$3,769 48

Expenditures.

Teachers' salaries.....	\$2,099 92
Plant.....	.....
Material	124 82
Rent.....	400 00
Incidentals.....	323 90
Balance August 31st, 1892.....	820 84
Total	\$3,769 48

DRAWING.

1. *Name of teacher.*—Mrs. Caroline E. Thomas.
2. *Special salary paid.*—\$1,000.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 1,800; female, 2,400.
5. *Number of lessons per week given each class.*—Two to four.
6. *Length of lesson.*—Twenty to thirty minutes.
7. *Grade or grades in which subject is taught.*—All grammar grades and three upper primary.
8. *Amount expended during current year.*—Plant, nothing; material, no separate account is kept for drawing.
9. *Total amount expended to date.*—Plant, no record kept.
10. *Description of plant.*—Drawing-models, drawing-boards, &c.
11. *Description of character and amount of work done.*—Study of color and form, clay-modeling, model and object-drawing, historical, ornamental, mechanical drawing.
12. *State any changes contemplated for the coming year.*—More systematic color-work, more clay-modeling, free-hand drawing; in High School, lessons on architecture and art.

MODELING.

1. *Name of teacher.*—Same as drawing teacher.
2. *Special salary paid.*—(See drawing.)
3. *Is teacher engaged exclusively in this work?*—No.
4. *Length of lesson.*—Twenty minutes.
5. *Grade or grades in which subject is taught.*—First three years in school.
6. *Amount expended during current year.*—Plant, nothing; material, nothing; work temporarily suspended.
7. *Total amount expended to date.*—Plant, no record has been kept; material, no record kept.
8. *Description of character and amount of work done.*—Modeling of type forms of objects from nature, geometrical forms, leaves, fruits, &c.
9. *State any changes contemplated for the coming year.*—Place clay in each class-room under the care of each teacher; general extension of the former work; use modeling in clay to aid in wood-carving.

CARVING.

1. *Name of teacher.*—Same as in wood-working.
2. *Special salary paid.*—(See wood-working.)
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 30; female,
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—High School only.
8. *Amount expended during current year.*—Plant, nothing; material, nothing.
9. *Total amount expended to date.*—Plant, not known, no record kept; material, not known, no record kept.
10. *Description of plant.*—Same as wood-working.
11. *Description of character and amount of work done.*—Carving panels, corner blocks, letters, &c.

SEWING.

1. *Name of teacher.*—Class teachers.
2. *Is teacher engaged exclusively in this work?*—No.
3. *Number of pupils taught.*—Male,; female, 300.

4. *Number of lessons per week given each class.*—Two.
5. *Length of lesson.*—One hour.
6. *Grade or grades in which subject is taught.*—Three upper grades.
7. *Amount expended during year.*—Plant, nothing; material, nothing.
8. *Total amount expended to date.*—Plant, not known; material, not known.
9. *Description of character and amount of work done.*—Plain sewing, hemming, stitching, overhanding, darning, fancy work from drawing, making aprons.

WOOD-WORKING.

1. *Name of teacher.*—Edwin D. Hilton.
2. *Special salary paid.*—\$1,000.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 300; female, none.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—From one to two and a half hours.
7. *Grade or grades in which subject is taught.*—High School and first, second and third grammar grades.
8. *Amount expended during current year.*—Plant, nothing; material, \$124.82.
9. *Total amount expended to date.*—Plant, not known; material, no record.
10. *Description of plant.*—Benches, tools and lathes.
11. *Description of character and amount of work done.*—Joining, wood-turning and wood-drawings.

Respectfully submitted,

J. A. REINHART,
City Superintendent.

RIDGEWOOD, BERGEN COUNTY.

District No. 61.

Hon. A. B. Poland, State Superintendent :

DEAR SIR—I send herewith my report on manual training, and trust you will find it satisfactory.

The several amounts may not be absolutely correct in detail, but in the aggregate they are substantially so, representing approximately the sum spent in this special work.

At the start our ideas were somewhat crude, and like many others, perhaps, we were not altogether clear as to the methods to be pursued or the final result to be obtained. Our plan is quite clearly defined in the little pamphlet I send you herewith, and the course of study therein laid down has been adhered to, and the work honestly done.

It is not my province to argue, advise nor even suggest, but with all due respect to those who entertain a different opinion, I believe our plan is the correct one, *for the common school*, and that the work of each department should be conducted by the department teacher; and I feel well persuaded in my own mind that the work of manual training, pursued on any other lines, will never be a success in the common school, economically considered.

I have asked for an appropriation equal to the amount voted by the

district in accordance with the act; but having engaged teachers upon more favorable terms than we anticipated, we shall be able to get along with \$500, instead of \$750, as stated in the application.

If you think it proper or advisable I will make the application for that much less, or if we receive the full amount the unexpended portion can remain in the district treasury and apply on the following year, thus reducing the appropriation needed at that time.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State	500 00
Amount received from other sources.....	.....
Total.....	\$1,000 00

Expenditures.

Teachers' salaries.....	\$600 00
Plant.....	197 72
Material.....	102 60
Rent .....	.....
Incidentals.....	10 00
Balance August 31st, 1892.....	89 68
Total.....	\$1,000 00

DRAWING.

1. *Name of teacher.*—Miss Alice B. Perry and other teachers.
2. *Special salary paid.*—\$200.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 86; female, 110.
5. *Number of lessons per week given each class.*—Three.
6. *Length of lesson.*—Forty-five to sixty minutes.
7. *Grade or grades in which subject is taught.*—First to ninth years, inclusive.
8. *Amount expended during current year.*—Plant, \$86.46; material, \$46.39.
9. *Total amount expended to date.*—Plant, \$86.46; material, \$46.39.
10. *Description of plant.*—Regular school desks and blackboards, Springfield draw kits for geometric work, wooden type solids, plaster casts.
11. *Description of character and amount of work done.*—Model and object, geometric, working drawing to scale, botanical drawing, design and historic ornament.
12. *State any changes contemplated for the coming year.*—Work will be advanced along same lines.

MODELING.

1. *Name of teacher.*—Miss Maggie Vreeland.
2. *Special salary paid.*—\$100.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 67; female, 80.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Thirty minutes.

7. *Grade or grades in which subject is taught*—First five years in school.
8. *Amount expended during current year*.—Plant, \$10; material, \$10.
9. *Total amount expended to date*.—Plant, \$10; material, \$10.
10. *Description of plant*.—Oilcloths and slate tops for school desks and kindergarten tables, crocks for clay.
11. *Description of character and amount of work done*.—Type forms and objects from nature and arts based upon them.
12. *State any changes contemplated for the coming year*.—Classes will continue work in higher grades with more attention to artistic expression in form and group.

CARVING.

1. *Name of teacher*.—B. C. Wooster.
2. *Special salary paid*.—\$200.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*—Male, 11; female, 19.
5. *Number of lessons per week given each class*.—Three.
6. *Length of lesson*.—Sixty to ninety minutes, out of regular hours.
7. *Grade or grades in which subject is taught*.—Eighth year. Was given this year to seventh, eighth and ninth year pupils.
8. *Amount expended during current year*.—Plant, \$40; material, \$15.
9. *Total amount expended to date*.—Plant, \$40; material, \$15.
10. *Description of plant*.—False wooden tops, clamped to regular desks; Addis' carving tools.
11. *Description of character and amount of work done*.—In relief, on white-wood; each piece an example of some historic ornament.
12. *State any changes contemplated for the coming year*.—Work for the year exceedingly satisfactory. No material changes contemplated.

SEWING.

1. *Name of teacher*.—Miss Emma Hopper.
2. *Special salary paid*.—\$100.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*.—Male, 67; female, 80.
5. *Number of lessons per week given each class*.—One.
6. *Length of lesson*—Thirty minutes.
7. *Grade or grades in which subject is taught*.—First six years.
8. *Amount expended during the year*.—Plant, \$8.26; material, \$12.95.
9. *Total amount expended to date*.—Plant, \$8.26; material, \$12.95.
10. *Description of plant*.—Regular school-room, scissors, needles, &c.
11. *Description of character and amount of work done*.—First three years on cardboard, &c.; fourth and fifth on cloth, muslin and linen; sixth year on embroidery.
12. *State any changes contemplated for the coming year*.—More time will be given and a new system adopted.

WOOD-WORKING.

1. *Name of teacher*.—B. C. Wooster.
2. *Special salary paid*.—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught*.—Male, 9; female, 11.
5. *Number of lessons per week given each class*.—Three.
6. *Length of lesson*.—Thirty to sixty minutes.
7. *Grade or grades in which subject is taught*.—Sixth year (elementary), and ninth year.
8. *Amount expended during current year*.—Plant, \$53; material, \$18.26.
9. *Total amount expended to date*.—Plant, \$53; material, \$18.26.

10. *Description of plant.*—Wooden tops across desks. Tools used: dividers, T-square, triangles, pencil, rule and knife. For advanced work: saw, plane, chisels, try-square, dividers, rule, &c.

11. *Description of character and amount of work done.*—In sixth grade, application of geometric problems in thin wood, using practically but two dimensions; in ninth grade, joinery.

12. *State any changes contemplated for the coming year.*—In seventh grade, a course in knife-work, and more work in joinery than this year.

Very respectfully,

D. W. LA FETRA,
District Clerk.

SOUTH ORANGE.

Supt. A. B. Poland:

DEAR SIR—In addition to the statistical report and to the course of study already submitted, I herewith submit the following statement of the work done in manual training in the school of District No. 28, South Orange, Essex county, during the year ending August 31st, 1892.

This, the second year's work in manual training, was successful in every particular. The interest aroused in the previous year has not grown less where manual training is no longer a new thing. This is true of pupils, teachers and the community in general. The teachers unanimously appreciate its value; the pupils, with few exceptions, strive to do careful, accurate work, and there is a wide appreciation in the community of the pedagogical and practical value of the work.

A thorough course of form study and drawing is pursued throughout the school. The study of form and the kindergarten exercises pursued in the primary classes lead up to the course in drawing on the one hand, and on the other to the sewing and clay-modeling in the intermediate and lower grammar grades. All the work in the three lowest primary grades is done by the class teachers in the classrooms. All the manual training work in the classes above these is in charge of the same special teacher, and is done for the most part in rooms fitted up for carpenter-work, sewing and wood-carving respectively. In the grammar and High School classes about two hours a week are given to the work under the direction of the teacher, but many of the pupils do work outside of school hours. No attempt has been made during the past year to extend the work entered upon in September, 1890, but only to carry out more fully the provisions of the manual training course of study, a copy of which was submitted at that time.

I repeat my belief in the value of manual training. The use of hand and eye thoughtfully and with guided judgment gives to pupils confidence in their ability to do things that is of great value. Habits of carefulness, accuracy and patience are strengthened, which bring greater success in their class-room work. As an aid in character-training, as well as mental and physical training, it is of great value.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$29 92
Amount raised by special tax.....	750 00
Amount received from the State.....	750 00
Amount received from other sources.....	.....
Total.....	\$1,529 92

Expenditures.

Teachers' salaries.....	\$900 00
Plant	116 74
Material.....	140 96
Rent.....	.....
Incidentals.....	275 00
Balance August 31st, 1892.....	97 22
Total.....	\$1,529 92

DRAWING.

1. *Name of teacher.*—Elizabeth Trippett.
2. *Special salary paid.*—\$900.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 103; female, 116.
5. *Number of lessons per week given each class.*—Two.
6. *Length of lesson.*—Forty-five minutes.
7. *Grade or grades in which subject is taught.*—From second primary through the grammar grades and the High School.
8. *Amount expended during current year.*—Plant, \$; material, \$
9. *Total amount expended to date.*—Plant, \$; material, \$
10. *Description of plant.*—Complete sets of Prang's models, plaster casts.
11. *Description of character and amount of work done.*—The work proceeds upon three lines—mechanical drawing, object drawing and designing, including the study of historical ornament; it should be said that the drawing-work begins in the lowest primary class, and is carried on for three years by class teachers.

MODELING.

1. *Name of teacher.*—Elizabeth Trippett.
2. *Special salary paid.*—\$900.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 42; female, 11.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—First (or highest) and second primary and second grammar.
8. *Amount expended during current year.*—Plant, \$; material, \$
9. *Total amount expended to date.*—Plant, \$; material, \$

10. *Description of plant.*—One-half dozen casts, modeling-boards and knives for each member of class; firmly-built tables, in special room for work.

11. *Description of character and amount of work done.*—Building of tiles, with geometrical forms; fruit and leaf forms in low relief; work from simple casts.

CARVING.

1. *Name of teacher.*—Elizabeth Trippett.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 22; female, 23.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—High School classes and second grammar.
8. *Amount expended during current year.*—Plant, \$; material, \$
9. *Total amount expended to date.*—Plant, \$; material, \$
10. *Description of plant.*—Scroll saw; for relief-carving, a sufficient number of curved chisels to supply class; for flat carving, oblique knives.
11. *Description of character and amount of work done.*—Swedish (or flat) wood-carving, in second grammar grade; relief-carving, from original designs, made by pupils in High School classes.

SEWING.

1. *Name of teacher.*—Elizabeth Trippett.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male,; female, 77.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Forty-five minutes to one hour.
7. *Grade or grades in which subject is taught.*—Girls of first and second primary and first, third and fourth grammar.
8. *Amount expended during year.*—Plant, \$; material, \$
9. *Total amount expended to date.*—Plant, \$; material, \$
10. *Description of plant.*—Scissors, emery-bags, cabinet for completed work.
11. *Description of character and amount of work done.*—Running, stitching, basting, overhanding, hemming, felling, French seam, patching, darning, cross-stitching, gathering and putting on band, feather-stitching, button-holes, embroidery on flannel and linen.

WOOD WORKING.

1. *Name of teacher.*—Elizabeth Trippett.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 51; female,
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—First, third and fourth grammar grades.
8. *Amount expended during current year.*—Plant, \$; material, \$
9. *Total amount expended to date.*—Plant, \$; material, \$

10. *Description of plant.*—Nine double benches, each accommodating two boys, and eighteen complete sets of carpenter tools, large cabinet for finished work. Half of an additional building was fitted up for the carpentry, carving, &c.

11. *Description of character and amount of work done.*—In fourth grammar grade work with knife and try-square, using soft, one-eighth-inch white-wood. In first and third grammar grades use of all carpenter tools in making various kinds of joints and some simple articles.

Respectfully,

ELMER C. SHERMAN,
Principal.

SUMMIT, UNION COUNTY.

District No. 19.

A. B. Poland, Esq., State Superintendent:

DEAR SIR—Mr. E. A. Chapman, clerk of district No. 19, has handed me your communication of the 13th instant, with the request that I reply.

Different people have different ideas in regard to manual training, and I therefore give you our course of study from the beginning. I am aware of the fact that the mat-weaving, paper-folding, &c., of the kindergarten are not included in the scope of advanced manual training; nevertheless, since some consider these occupations as belonging to a complete course in manual training, I take the liberty to give them.

The following is our manual training course:

KINDERGARTEN.

First and Second Years.

The lady in charge of this department is a graduate of the College for the Training of Teachers, New York City, and follows the course of instruction in use in said college. In general, the course consists of mat-weaving, paper-folding, paper-cutting, pricking, parquetry and modeling. About fifty pupils are instructed in this department.

Third and Fourth Years.

Form study and drawing. Sphere, hemisphere, cube, tablets, circle, square, &c.

Natural forms. Apple leaf, &c.

Objects. Box, &c.

Decorative work and constructive forms.

Lines, angles triangles, &c.

Original designs of borders, &c.

In these two years sewing is also taught. This subject is in charge of an experienced teacher, and the kind of work done is similar to that recommended by the College for the Training of Teachers.

Fifth and Sixth Years.

Solids. Cylinder, square, prism, vase.

Tablets. Circle, square, oblong.

Natural forms. Vegetables, leaves, &c.

Objects. Envelope, tumbler, bowl, &c.

Decorative forms.

Constructive work. Cylinder, prism, &c.

Original designing with straight and curved lines.

Sewing is taught in these two grades. It is somewhat similar to that taught in the two preceding grades but more advanced.

Seventh and Eighth Years.

Solids. Ellipsoid, ovoid, triangles.

Representation. Fruit, box, cylinder, &c.

Decoration.

Original designing with the trefoil, quatrefoil cinquefoil and multifoil, both in wood and paper.

Construction.

Cooking is taught in these two grades, and is in charge of Miss Helen Kinne, one of the Faculty of the College for the Training of Teachers. Miss Kinne comes from New York every Friday, spending the entire day in our school.

Ninth, Tenth and Eleventh Years.

Perspective. Mechanical and architectural drawing.

The drawing is in charge of Miss Minnie Taylor, a graduate of Packer Institute.

Cooking is continued throughout these three grades, and is in charge of Miss Kinne.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	.....
Amount raised by special tax.....	\$500 00
Amount received from the State.	500 00
Amount received from other sources.....	.....
Total.....	\$1,000 00

Expenditures.

Teachers' salaries.....	\$639 00
Plant.....	} 273 12
Material.....	
Rent.....	
Incidentals.....	.....
Balance August 31st, 1892.....	87 88
Total.....	<hr/> \$1,000 00

DRAWING.

1. *Name of teacher.*—Minnie L. Taylor.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 73; female, 83.
5. *Number of lessons per week given each class.*—Three.
6. *Length of lesson.*—Forty minutes.
7. *Grade or grades in which subject is taught.*—Three grades in High School, four in grammar grade, two in primary.
8. *Amount expended during current year.*—Plant, \$.....; material, \$.....
9. *Total amount expended to date.*—Plant, \$.....; material, \$.....
10. *Description of plant.*—Prang's models for High School and grammar grades, Prang's drawing-books and common objects found in the school-room and home.
11. *Description of character and amount of work done.*—Prang's drawing-books completed and object-drawing at every lesson, perspective problems, original designing and map-drawing, in connection with other lessons.
12. *State any changes contemplated for the coming year.*—Introduction of Smith's system in drawing, in connection with the system already used, and advanced work in color.

SEWING.

1. *Name of teachers.*—Anna F. Thompson and Martha J. Corwin.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?* No.
4. *Number of pupils taught.*—Male,.....; female, 60.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Three grades in grammar department and two grades in primary department.
8. *Amount expended during year.*—Plant, \$.....; material, \$.....
9. *Total amount expended to date.*—Plant, \$.....; material, \$.....
10. *Description of plant.*—A system similar to that used in the training school, No. 9 University Place, New York City, with such modifications as necessary for our school; apparatus sufficient for all work being provided; different materials upon which to sew; utensils, scissors, needles, thimbles, emeries, &c.
11. *Description of character and amount of work done.*—Work is begun by use of patches of cloth upon which to acquire a knowledge of the various steps in sewing; later in the year a garment is made by each pupil.
12. *State any changes contemplated for the coming year.*—Above continued, and progress in same line.

COOKING.

1. *Name of teacher.*—Helen Kinne.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—Yes.

4. *Number of pupils taught.*—Male, ; female, 16.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One hour.
7. *Grade or grades in which subject is taught.*—Three grades in High School and one grade grammar school.
8. *Amount expended during current year.*—Plant, \$; material, \$.....
9. *Total amount expended to date.*—Plant, \$; material, \$
10. *Description of plant.*—The class is provided with tables which will accommodate four pupils each; also oil stoves for each of the four tables. The teacher has for her use a large oil stove, in which the baking and roasting are done. The utensils are complete in every particular, and are kept in very neat order by the pupils.
11. *Description of character and amount of work done.*—The teacher, Miss. Kinne, is one of the faculty in the training school on University Place, New York City. The class has been instructed in making up about fifty receipts, which can be used in any household.
12. *State any changes contemplated for the coming year.*—It is our purpose during the coming year to continue the satisfactory work of last year. The pupils are very enthusiastic in their work, and “cooking day” finds a full attendance of the pupils in the class. Many visitors have seen the work and have expressed themselves as very much pleased with what they saw.

TOWN OF UNION—HUDSON COUNTY.

District No. 6.

Hon. A. B. Poland, State Superintendent :

DEAR SIR—Inclosed please find a report of manual training in the public schools of the Town of Union.

The annual exhibition of the manual training work done by the pupils of the Town of Union was held at the school-house during the latter part of January.

The number of visitors was unusually large, comprising many professional men, who criticised the work from an educational standpoint; and artisans, who judged of its general practical value.

The work in drawing, especially, was closely inspected, particularly the designing and machine drawings. The latter were drawn directly from the objects, pupils taking the necessary measurements and drawing to scale. The accuracy, neatness, character of expression, conciseness and clear observation represented by these drawings give an accurate clew to the characters of those whose work they represent—characters that have been built up, in a great measure, in the class-room, as a natural result of this special training. The good results of this training, as well as that in the so-called manual training-branches, is clearly apparent in the other school-work, which shows much more thought and intelligence than that of former years.

All the departments, with one exception, are in a flourishing condition. Except in wood-working and domestic economy, the instruction is given by the regular class teacher. In sewing, the highest grade has for the first time completed the course, which includes cutting and fitting. The samples of plain sewing and darn-

ing are particularly calculated to show the same results as the mechanical drawing. In wood-working we have not been as successful as in the other branches.

Including the State aid, the total amount of money we received for manual training is \$1,000. This sum must suffice to provide material for wood-working, for domestic economy, for sewing, for drawing and for clay-modeling; besides, it must pay the salaries of the two special teachers. The teacher of domestic economy receives \$30 per month for teaching two days a week. After meeting the bills for necessary material, we could not pay more than \$25 per month to the instructor in wood-working, who is required to give four lessons of two hours each a week. This was not enough to secure a competent teacher. We have experimented with mechanics, with more or less success, but find that they fail to comprehend the true object of the work, treating the pupils as though they were apprentices to a joiner or carpenter. Our experience has been that while this department is the most expensive, it produces the least beneficial results. During the next year, however, we hope to make an improvement by securing a *teacher* rather than a *mechanic*. We also purpose fitting up another portion of our basement for turning-lathes. Taken as a whole, we think we have reason to feel satisfied that our pupils are accomplishing more in all general school-work in the same number of years than formerly, notwithstanding the time devoted to manual training, and that they leave our schools better developed, intellectually, physically and morally, as a direct result of this training.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$352 77
Amount raised by special tax.....	500 00
Amount received from the State	575 95
Amount received from other sources	118 55
Total.....	\$1,547 27

Expenditures.

Teachers' salaries.....	\$462 50
Plant.....	185 07
Material.....	373 11
Rent.....	.....
Incidentals.....	11 50
Balance August 31st, 1892.....	515 09
Total.....	\$1,547 27

DRAWING.

1. *Name of teacher.*—Class teachers.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 267; female, 271.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—From sixth to tenth school year.
8. *Amount expended during current year.*—Plant, \$43.69; material, \$218.28.
9. *Total amount expended to date.*—Plant, \$150.61; material, \$238.04.
10. *Description of plant.*—Eight folding drawing-tables, two hundred drawing-boards and appurtenances.
11. *Description of character and amount of work done.*—Detail and working drawings of objects, machinery and parts thereof to scale.
12. *State any changes contemplated for the coming year.*—No change, but advance the character of work done.

MODELING.

1. *Name of teacher.*—Nathan C. Billings.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 29; female, 29.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—Tenth.
8. *Amount expended during current year.*—Plant, \$18.14; material, \$11.50.
9. *Total amount expended to date.*—Plant, \$18.14; material, \$60.49.
10. *Description of plant.*—Plaster casts, and modeling tools of wood, bone and iron.
11. *Description of character and amount of work done.*—Modeling in clay from casts and nature.

SEWING.

1. *Name of teacher.*—Class teachers.
2. *Special salary paid.*—\$
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male,; female, 850.
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—One and one-half hours.
7. *Grade or grades in which subject is taught.*—From third to tenth years.
8. *Amount expended during year.*—Plant, \$15; material, \$75.71.
9. *Total amount expended to date.*—Plant, \$65; material, \$176.17.
10. *Description of plant.*—Closets, and cabinet for keeping and preserving work, as well as scissors, needles, thimbles, &c.
11. *Description of character and amount of work done.*—Plain, and embroidery, cutting, fitting and making garments.
12. *State any changes contemplated for the coming year.*—More practice in cutting and fitting, from patterns and from actual measurements.

COOKING.

1. *Name of teacher.*—Harriet E. Pond.
2. *Special salary paid.*—\$300.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male,; female, 132.
5. *Number of lessons per week given each class.*—One.
6. *Length of lessons.*—Two hours.
7. *Grade or grades in which subject is taught.*—From eighth to tenth school year.

8. *Amount expended during current year.*—Plant, \$93; material, \$32.26.
9. *Total amount expended to date.*—Plant, \$566.93; material, \$143.18.
10. *Description of plant.*—A separate room, built in basement, fitted up with counters, closets, shelving, sinks, ranges, gas stoves and utensils for twelve miniature kitchens.
11. *Description of character and amount of work done.*—Domestic economy, plain cooking, for invalids and analysis of foods.
12. *State any changes contemplated for the coming year.*—None.

WOOD-WORKING.

1. *Name of teacher.*—Andrew B. Norden.
2. *Special salary paid.*—\$162.50.
3. *Is teacher engaged exclusively in this work?*—Yes.
4. *Number of pupils taught.*—Male, 134; female,.....
5. *Number of lessons per week given each class.*—One.
6. *Length of lesson.*—Two hours.
7. *Grade or grades in which subject is taught.*—From eighth to tenth school year.
8. *Amount expended during current year.*—Plant, \$15.24; material, \$35.36.
9. *Total amount expended to date.*—Plant, \$490.67; material, \$121.03.
10. *Description of plant.*—Work benches, shelving and complete set of tools for twenty-four pupils, and room specially built in basement.
11. *Description of character and amount of work done.*—Practice in making geometric solids and modifications; joints used in carpentry and joinery; constructing models of objects containing the same; all from drawings made by pupils.
12. *State any changes contemplated for the coming year.*—Advancing pupils who have had three years' training in this work into metal-work, which it is proposed to establish this coming year.

Yours respectfully,

OTTO ORTEL,
Principal.

VINELAND.

Hon. A. B. Poland, State Superintendent of Public Schools:

DEAR SIR—In compliance with your request for a fuller report on manual training in the schools of Vineland School District, No. 44, of the county of Cumberland, for the school year ending August 31st, 1892, I send the following, incorporating therein much of a special report made in February last,* to your predecessor, on the same subject.

We have an outfit of forty-eight sets of tools for a four-years' course in what is termed by us "knife-work," the forming or cutting tools being knives and carving tools, in lieu of saws, chisels, &c., the other tools used being marking-gauges, try-squares, dividers or compasses, rules, &c.

Pursuing this course we have six different classes, of from twenty to twenty-seven in each class, and including about 140 boys, from the fifth, sixth, seventh and eighth grades of our schools. This work is done in the regular class-rooms, at the desks of the pupils, and at the same hours that the girls in the same grades are practicing or learning

the art of sewing. A working-board is provided as a cover to be laid upon the desk of each lad, when engaged in this knife-work, thus protecting the desk-tops and serving to steady and sustain the work, similarly to the work-bench used by our more advanced classes.

The articles formed or constructed during the four-years' course are various and need not be enumerated here, but the scholars are much interested in the exercises, and the training effects in promoting careful attention to instruction, promptness, accuracy and neatness, as well as manual skill, are very manifest.

The class of the eighth grade, which is mentioned as participating in the knife-work course, also participates with the higher grades in our bench-work course, for which we have a separate or manual training-room, specially fitted up with work-benches, with vises for holding the articles under process of construction. There are benches and sets of tools in this room for twelve learners at a time, and the tools for each scholar include a cross-cut saw, a rip-saw, a back or tenon-saw, a jack-plane, a smoothing-plane, chisels of different widths, a drawing-knife, a jointing-plane, a brace with set of bits, a marking-gauge, a try-square, dividers, a hammer, screw-driver, pliers, mallet, gimlets, files, oil-stone for sharpening chisels, a rule and other needed implements. There is beside the tools for the pupils a complete set for the instructor's use, and for general use by the class a grindstone with treadle, and a complete turning-lathe, with mandrels, chucks, &c., for turning either iron or wood, as may be found necessary or desirable in the course.

In the bench-work there have been the past year three classes of twelve each, including thirty-six boys and young men, from the eighth, ninth and tenth grades of the school; the boys from the eighth grade receiving one hour's instruction per week in this work, in addition to the knife-work already described as done in their classroom.

The articles to be made by these classes are first required to be drawn in orthographic projection as a working drawing, or in perspective, or both, by each member of the class, the drawing to be approved by the instructor before the tools are applied to their construction, and each tool used is separately studied by the pupil and its use explained by the instructor.

Instruction is also given in the nature and adaptation of different kinds of woods for various uses, and in the preparation and preservation of timber.

The exercises in the course include the following:

No. 1. To "square-up" a piece of rough stock. The use of the jack-plane and try-square.

No. 2. Exercises to test and apply the skill of the learner in the use of the cross-cut saw.

No. 3. Rip-saw and cross-cut saw exercises, to test their fitness to saw at different angles with the grain.

No. 4. (a) A half-and-half open lap-joint; (b) a half-and-half closed lap-joint; (c) a miter-joint; all with the same pieces of stock.

No. 5. An open mortise-and-tenon joint.

No. 6. An open double mortise-and-tenon joint.

No. 7. A closed single mortise-and-tenon joint.

No. 8. A closed double mortise-and-tenon joint.

No. 9. An exercise in long and short mortises, with tenons to fit.

No. 10. A miter-joint with an open, double mortise-and-tenon.

No. 11. A half-dovetail joint, halved together.

No. 12. A dovetail-joint, with single tenon.

No. 13. An oblique mortise-and-tenon joint, with a pin.

No. 14. A half-dovetailed mortise-and-tenon joint, with a key.

No. 15. A beveled corner-piece of a frame, with a blind mortise for half-dovetailed tenon; and the dovetailed tenon and key.

No. 16. A half-blind dowel-joint.

No. 17. A triangle, framed with angle-joints, mitered.

No. 18. A hexagon, framed with angle-joints, mitered.

No. 19. A rafter-joint.

No. 20. A dovetail-joint with several tongues.

No. 21. A dovetail-joint with a miter.

No. 22. A false double dovetailed-joint.

No. 23. A bench project: one that will call into play the processes learned without absorbing too much time, as, for example, a complete box or chest, with butts and lock; a table; a step-ladder; a model of a roof-truss; a paneled door; a model of a house, &c.

No. 24. The operations of nailing with different-sized nails, clinching, withdrawing nails, screwing, pinning, welding, splicing, keying, &c., are to be taught with appropriate exercises.

Other exercises not in wood, but included in our manual work, are done with heavy Manilla paper, as the forming of the different geometrical solids and polyhedrons; the development, so-called, of the solid being first drawn on the paper, in penciled outline, and this is afterwards cut out with scissors, margins being left in proper position for pasting, so as to form the solid designed.

These exercises are varied and numerous, and admit of such modifications and additions as to tax the inventive power and skill of the pupils to complete them, and they are suited for both sexes, and are done at the desk in the regular class-rooms by the highest grades as well as in lower grades.

Sewing exercises are required of all girls above the third grade, to which one hour per week is given, under the instruction of the regular grade teachers. This is done at the same hour that the boys in the same grades are receiving instruction in "knife-work" or in "bench-work." The course in plain sewing, which involves numerous steps, including all varieties of stitch, and processes of mending, darning, working buttonholes, patching with matched pieces, gathering, wristbands, gussets, &c., is followed by a course involving numerous steps and many varieties of ornamental sewing or stitching and embroidery.

For the primary grades, paper-folding, cutting and pasting (using colored paper) is practiced; also, weaving and stick-laying and simi-

lar work, the forms made in this way being afterwards drawn with a pencil as the earliest of drawing lessons.

Moulding or modeling with clay or plaster is also practiced in the lower grades, the work being quite simple, but requiring for the higher grade work much *manual* skill.

Free-hand drawing from copies before the pupils, and from models and objects, is required in the upper primary and grammar grades of all pupils, and courses in "mechanical drawing" and in "designing" with color-work, using the brush and water colors, are arranged for both sexes in the higher grades, to succeed the free-hand drawing.

The course in mechanical drawing includes :

1. Practical geometrical constructions.
2. Drawing to scale.
3. Drawing of curves, as parabola, cycloid, spirals, volute, &c.
4. Projections, or working drawings.
5. Sectional drawings.
6. Classic architecture.
7. Ventilation.
8. Conventional colors, to represent different metals or varieties of wood.
9. Perspective drawing.
10. Trusses, &c.
11. Cog gear.
12. Strength of materials.
13. Blue-print work.

In designing and color-work the following steps are made in our course :

1. Use of brush and preparing material.
2. Relations of colors.
3. Shades.
4. Tints.
5. Neutrals.
6. Historic ornament.
7. Conventionalization of flower forms, &c.
8. Theory of design.
9. Harmony of colors.
10. Colors from nature.
11. Practical designs.

The work of the past year has been done under disadvantages as to room space for manual wood-work and limited supplies of tools and materials, but, with the new building and increased room now projected for the next year, with such modifications in our courses as experience shall dictate, we anticipate greatly-increased benefits from the instruction in these courses in manual training work, more especially as we shall recover from the excitement and overbalanced interest in a subject newly introduced into the schools, which seems at first to have carried some away from proper interest in regular subjects of study ; and with this balance restored and the work of edu-

cation in our schools fully abreast with the progress of the period in educational and industrial reform, our youth who graduate from our schools, we believe, will go out to take their places in life's great drama, not only with that accuracy, readiness and skill in manipulation so important, more or less, in all the vocations of life, but with that mental training to which a well-arranged system of manual training conduces.

With the preparation for life's duties secured by such a combination in school training, our youth must possess a degree of self-reliance and facility of adaptation to circumstances, when obliged to take their places as American citizens, not otherwise easily attainable; and the lad who has been educated to make mechanical drawings for the builder, the architect and the machinist; who can cut, carve, mould and design; who has been educated in the right use of tools, practically as well as theoretically, is quick to see and discern, ready to act, and has a funded capital to draw upon in all emergencies; for many of the lessons in manual training, in its various departments, lead out into utilities but little dreamed of by those who are ignorant of the system.

In conclusion, I am, with much respect,

Yours truly,

J. P. BURNETT,
Principal and Superintendent.

FINANCIAL STATEMENT.

Receipts.

Balance from last year.....	\$68 08
Amount raised by special tax.....	1,000 00
Amount received from the State.....	1,000 00
Amount received from other sources.....	.....
Total.....	\$2,068 08

Expenditures.

Teachers' salaries.....	\$1,732 00
Plant.....	.....
Material.....	233 62
Rent.....	.....
Incidentals.....	.....
Balance August 31st, 1892.....	102 46
Total.....	\$2,068 08

DRAWING.

1. *Name of teacher.*—J. P. Burnett.
3. *Is teacher engaged exclusively in this work?*—No.
4. *Number of pupils taught.*—Male, 36; female, 75.

5. *Number of lessons per week given each class.*—In tenth grade, four half-hours; in ninth grade, four half-hours; in eighth grade, one hour.

6. *Length of lesson.*—(See answer to question 5.)

7. *Grade or grades in which subject is taught.*—Eighth, ninth and tenth by the teacher named and superintended by him in third, fourth, fifth, sixth and seventh grades, but taught by the regular teacher of the class.

11. *Description of character and amount of work done.*—Chiefly constructive and mechanical drawing in eighth, ninth and tenth grades; in the other grades free-hand and from the object.

MODELING.

1. *Name of teacher.*—All teachers of second, third and fourth grades.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 225; female, 225.

5. *Number of lessons per week given each class.*—Three.

6. *Length of lesson.*—Thirty minutes.

7. *Grade or grades in which subject is taught.*—Second, third and fourth grades.

11. *Description of character and amount of work done.*—Cubes, spheres, cones and imitation of various natural objects.

CARVING.

1. *Name of teacher.*—J. P. Burnett.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 139; female, 1.

5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—Fifth, sixth, seventh and eighth.

11. *Description of character and amount of work done.*—Mainly with knife this year; various geometrical forms; letters of the alphabet, monograms.

SEWING.

1. *Name of teacher.*—All teachers in grades three to nine, inclusive.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male,; female, 400.

5. *Number of lessons per week given each class.*—One.

6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—All grades, from third to ninth, inclusive.

8. *Amount expended during year.*—Plant, \$.....; material, \$29.36.

10. *Description of plant.*—A supply of scissors, needles, thimbles, &c.

11. *Description of character and amount of work done.*—Nearly all varieties of plain and ornamental sewing.

WOOD-WORKING.

1. *Name of teacher.*—J. P. Burnett, assisted by J. C. Schramm.

2. *Special salary paid.*—J. I. Peterson, \$46.37; J. C. Schramm, \$8; total, \$54.37.

3. *Is teacher engaged exclusively in this work?*—No.

4. *Number of pupils taught.*—Male, 36.

5. *Number of lessons per week given each class.*—Two.

6. *Length of lesson.*—One hour.

7. *Grade or grades in which subject is taught.*—Eighth, ninth and tenth grades.

8. *Amount expended during current year.*—Plant, \$63.94; material, \$57.43.

10. *Description of plant.*—A full outfit of saws, planes, chisels, bits, braces, squares, rules and other necessary tools for six double work-benches, so that twelve pupils work at one time.

12. *State any changes contemplated for the coming year.*—An addition is being made to the High School building, in which we shall have a wood-working room 30x50 feet, well finished and lighted. We expect to have a very superior room, and intend supplying it with all the necessary tools.

Respectfully submitted,

LEVI D. JOHNSON,
District Clerk.

APPENDIX.

REPORTS OF COUNTY SUPERINTENDENTS.

ATLANTIC COUNTY.

S. R. MORSE, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

DEAR SIR—I herewith submit my fifteenth annual written report in connection with my statistical report of the schools of Atlantic county for the school year ending August 31st, 1892.

In making this, my fifteenth and last report, I wish to review briefly the work that has been done in the county during that time.

I was well acquainted with the schools in the county when I took charge of the office, having been connected with them as teacher and examiner for fifteen years. I knew their condition and needs.

The hearty reception and support I received from the officers, teachers and all was a great help in my work from the very first, and has continued to the close of my term of office, and whatever success has followed should be shared by all.

To accomplish necessary work I organized a teachers' association, holding at first monthly meetings during the sessions of schools. I met with some opposition at first from some of the fossils who were quite satisfied with existing methods. These soon left us or fell into line.

At these meetings I explained my plans, and procured the best instructors to teach the most approved methods, that we might have good and uniform work throughout the county.

Through the courtesy of the railroad companies, the fare to and from these meetings was reduced one-half, and on one road, by presenting a card from the county superintendent, the teachers could secure half-fare tickets at any time over the road.

With the aid of my best teachers and Superintendent Brace, of Camden county, I soon arranged a "course of study," grading it in such a way that each school in the county pursued the same course on an equal basis.

The "course of study" was unanimously adopted by the trustees,

who have always supported and worked for its success as heartily as have the teachers.

I need hardly add the course has been successful beyond our expectations for fourteen years.

Every school is graded as per course of study. Every child in the county can take the course, in the smallest as well as the largest schools. The averages of each pupil in the county are recorded at my office.

Should a pupil move from one district to another he can take his place in the same grade as in the school left. All small schools, as well as large, are on the same plan.

The work of this plan has created a wholesome rivalry throughout the county, and at our annual commencements the graduates come from all parts of the county except Atlantic City.

As the system has already been explained in former reports, I will not again explain it here. During the use of this course of study the interest in our schools has continued to increase.

Three hundred and twelve pupils have graduated, and 159 have taken the advanced course and received the certificate of honor.

Graduation day has been a gala day of the year. A diploma to the graduate is of great value. It not only admits the holder to the State Normal School without an examination, but in several higher schools and colleges it is accepted in lieu of an examination in the branches it covers.

At our last commencement, held at Hammonton, December 2d, 1892, there were 56 graduates and 23 who finished the advanced course and received the certificate of honor. I hope this course may be continued with increased success.

Teachers' Associations and Normal Class.—During the last year our teachers' association formed a normal class for the purpose of reviewing and discussing methods of instruction in the branches taught in our schools. It was, for the first year, very successful and much interest was shown by the teachers and others expecting to become teachers.

Book-keeping was taken up and sets sent out from my office for teachers and pupils to work. When returned all corrected work was sent back with explanations of mistakes, &c. This proved a good plan and was a great help to many. Several other subjects were taken up and the best methods of teaching discussed. A continuance of this work should work great good in our schools. I trust it will be done.

For several years before I took charge of the schools of the county I was convinced that the county schools should be graded in the same manner as city schools. I still hold it can be done and as good work result as in cities.

New Districts.—I have been asked to form several new districts and make changes in others. One at Farmington, taking in parts of

numbers 14, 15 and 16. I would recommend that all of the schools in these three districts be united as one district, with a central school for the oldest pupils, and a new house placed at Farmington, with a school for the lower grades, pupils from all of the schools to be promoted to the Central High School. The same could be done with the two districts (19 and 20) in Linwood borough, and No. 17 might be included.

At the close of the year I was asked to form a new district at McKee City. It seems to me this should be done. Mr. Albertson, of Camden county, and I were asked to make some changes at Rosedale, which is situated in both Camden and Atlantic counties. We met the trustees of both districts with the people of Rosedale and came to an understanding that would be satisfactory to all, but up to the close of this year they have not carried out their part of the agreement. It should be done.

School-Houses.—One new school-house only has been erected during the past year—a \$20,000 brick house at Hammonton, No. 48. It is one of the best school buildings in the county, and I doubt if there are many better in South Jersey. It has all modern improvements, including the Smead and Wills heating and ventilating system. Much credit is due the town for its enterprise and energy.

Absecon, No. 12, has completed its new house. It is a good one, which has long been needed.

No. 1, Atlantic City, made some very good improvements during the year.

At Pleasantville, No. 15, about \$1,000 have been spent and a new room opened, which was greatly needed.

A number of needed improvements have been made in several of the other districts. Our school buildings, with few exceptions, are in good condition.

New houses are still needed in No. 14, South Absecon; No. 24, Estellville; No. 27, Head of River, and No. 40, Carmantown.

Teachers' Institutes.—The union institute of Camden county, Supt. Albertson; Gloucester county, Supt. Gallaher; Salem and Salem City, Supt. Gwynne; Atlantic county, Supt. Morse; Atlantic City, Supt. Adams and Egg Harbor City, Supt. T. H. Boysen, M.D., was held in the Grand Opera House, Atlantic City, Oct. 28th, 29th and 30th, 1891. It was a success. The following instructors, besides the superintendents, took active parts: Dr. Shaeffer, of Kutztown, Pa., Normal School; Mrs. H. E. Monroe, of Philadelphia; Miss Fogle, Dr. Green and Prof. Austin Apgar, of the State Normal School; Dr. Maxwell, Superintendent, of Brooklyn, N. Y.; Prof. Voorhees, of Rutgers College, N. J. Miss Fletcher, Supervisor of Music in Atlantic City schools, had charge of the music. Great good resulted from this institute.

Examinations.—The regular teachers' examinations have been held, in which I have been assisted by W. B. Matthews, B. F. Harding and Henry C. Krebs, all holding State certificates. The following

are the grades of certificates held by the teachers in the county during the past year: 3 first grade State; 10 second grade State; 2 third grade State; 44 first grade county; 36 second grade county; 12 third grade county and 6 city.

National Arbor Day.—The day was observed by nearly every school in the county. From the reports sent in to me by the teachers, I am satisfied that the interest in this day is increasing.

In conclusion I wish to extend my thanks to the school officers, teachers, parents and children for their kindness and courtesy during my administration as county superintendent. I cannot close without remembering the several county officers, who have ever been willing to aid me in advancing the cause of education.

I am greatly indebted to the several State superintendents and their clerks for their support and advice. The kindness of the State Board of Education will never be forgotten.

I pray the schools of New Jersey may continue to prosper and the same high standing be maintained.

BERGEN COUNTY.

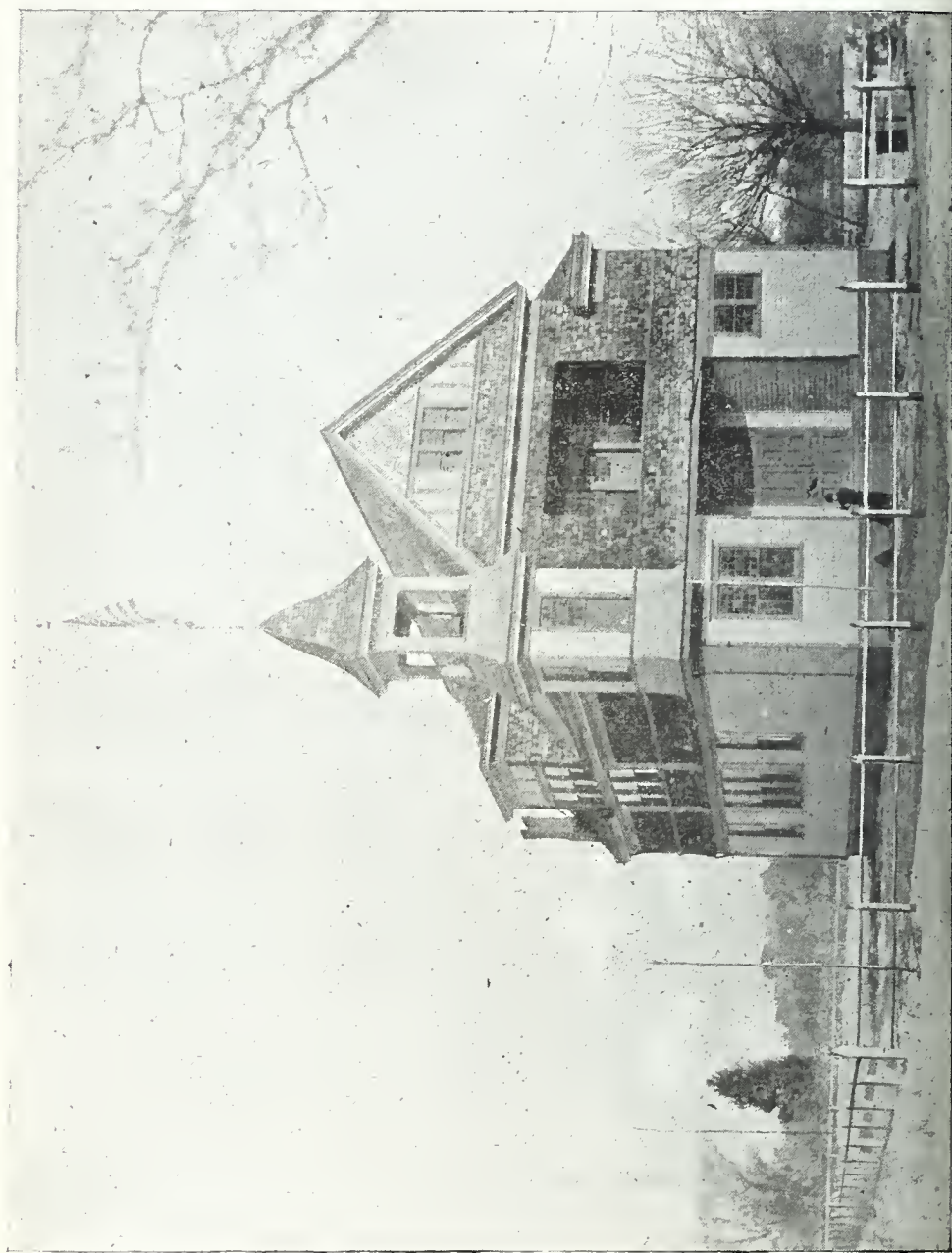
JOHN TERHUNE, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—With due respect, I submit the following for my seventh annual report:

	Comparisons with 1891.	Inc.	Dec.
Total apportionment from all sources....	\$63,466 43	\$5,664 20	
District taxes voted for all purposes....	129,616 68	23,951 58	
Valuation of school property.....	434,675 00	75,175 00	
Average time the schools were open....	10.13		.01
Total enrollment.....	8,755	805	
Number attending 10 months or more..	741	116	
Number attending 8 months but less than 10.....	2,856	254	
Number attending 6 months but less than 8.....	1,719	156	
Number attending 4 months but less than 6.....	1,122		16
Number attending less than 4 months...	2,317	295	





NEW BRIDGE SCHOOL.

District No. 10, - - - Bergen County.

The lot on which this school-house stands is 120 feet front by 250 feet deep. The cost of the lot was \$800.

The building is 34 feet wide and 50 feet deep, with desks for 100 pupils. On the first floor is the school-room, 34 feet by 40 feet. There are two cloak-rooms, one 10 by 14 feet and the other 4 by 8 feet. Also an entrance-hall, 8 by 12 feet.

On the second floor is an assembly-room, 34 by 40 feet, with a gallery 16 by 20 feet. There is also a hall on this floor the same as on the lower floor, and one cloak-room 10 by 14 feet.

The cost of this building was \$5,200.



	Comparisons with 1891.	Inc.	Dec.
Average attendance.....	5,476	436	
Seating capacity.....	9,710	1,609	
Number of male teachers employed....	42		
Number of female teachers employed...	119	12	
Average salary per month to males.....	\$91 36	\$2 71	
Average salary per month to females...	\$47 86	\$2 11	
Musical instruments: Pianos, 15 ;			
organs, 29.....	44	3	
Pupils successful at the annual exam-			
ination.....	476	79	
Districts having flags.....	52	15	

The progress, as indicated above, speaks for itself, and further comment from me is not necessary.

School-Houses.—I altered the boundaries of nineteen districts, creating five new ones, and lessening the distances in many instances for children to walk. I shall continue correcting these conditions the coming year and make a few more new districts.

District No. 65, with a taxable valuation of less than \$80,000 and a school census of 62, voted to bond in the sum of \$5,000, and is erecting a large building with all the modern sanitary improvements.

District No. 66 issued bonds for \$13,000, and has erected a beautiful brick building worthy of imitation.

District No. 69, with the same spirit of liberality as exhibited in No. 65, has finished a building after the same plan; both voting a like amount of money.

District No. 40 voted \$12,975; and the borough has its third building, a handsome brick structure, ready for occupation.

District No. 1 increased its bonds from \$6,000 to \$9,000, and has the most unique building in the county.

District No. 68 has a small, neat building at a cost of \$1,600.

District No. 56, with \$6,000 voted, and the proceeds from the sale of the old building, has added an ornament to the village and the State.

District No. 63 was remodeled and enlarged at an expense of \$6,000, and is prepared to meet future demands for some years to come.

District No. 41, from which the major part of No. 66 was taken, caught the improvement fever, and with the consent of the inhabitants expended \$2,500 in thoroughly reconstructing its building.

District No. 23 is spending \$2,250 in building a two-story addition.

Several other districts have put steam-heating apparatus in the place of stoves at an average cost of \$550 each.

Bonds to the amount of \$46,575 for new buildings and \$11,950 for enlarging and repairing have found a ready market this year. We have value received for these disbursements, and if any inquiries are

made concerning model school buildings I think you can safely refer them to Bergen county. It seems to me that a collection of these plans for future use by the State Department would be valuable.

School Libraries.—The following districts have received their first appropriation: Nos. 9, 34, 35, 46, 48, 49 and 66.

The following have received the regular annual appropriation: Nos. 4, 6, 11, 12, 15, 17, 21½, 26, 27, 30, 31, 33, 33½, 36, 37, 40, 42, 42½, 45, 55, 56, 59, 61 and 63.

The following have secured the allowance under the act of March 7th: Nos. 1, 6, 7, 11, 12, 29, 30, 32, 33½, 35½, 36, 40, 56 and 61, each \$40; No. 63, \$30; Nos. 2, 4, 13, 18, 31, 37, 41, 44 and 55, each \$20; Nos. 15, 33 and 42, each \$10.

This makes a total of \$1,180 received from the State, which is being expended for apparatus, encyclopedias, and the "Library of American Literature" in the larger schools; and a selected list of graded reading, arranged for the rural schools, full of interest and information, and classified for pupils from the second to the sixth reader grades.

I feel that the question of school libraries has been satisfactorily disposed of in Bergen county, by furnishing matter that will create and encourage a taste for good books; instead of extinguishing such a desire as many heretofore injudicious collections had a tendency to do.

Pedagogical Library.—This library with all its appointments is ready for use, and the first delivery will take place on the last Friday in September. I have placed an equal number of books in four convenient sections of the county, viz., Hackensack, Englewood, Rutherford and Ridgewood.

Each branch contains the same works and is as easy of access for the teachers as is possible.

The catalogue numbers 424 volumes of standard professional works relating to the history, science and art of education in all its phases.

The apparatus consists of catalogues, ruled cards for recording the numbers of books desired, with rules and directions on the opposite side; receipt blanks, clasped envelopes, rubber stamps, record-books of a special design for the librarians, and four beautiful oak cases with sliding doors.

The entire cost was \$527, of which amount the Board of Chosen Freeholders kindly paid \$97 for printing and \$80 for the cases.

I have received many complimentary letters from the highest educational authorities, commending the selection of books and the systematic arrangements for the management and protection of the library.

We anxiously await developments as to the utility of the enterprise, which appears flattering from the apparent interest already manifested.

Institute and Association.—A union institute of Bergen and

Passaic counties was held at Apollo Hall, Paterson, on November 23d, 24th and 25th. The following programme will show the character of the instruction presented :

PROGRAMME.

Monday Morning, November 23d, 1891.

9:45—Music.

Invocation.....	REV. DR. CHAS. D. SHAW
Address of Welcome.....	MAYOR THOS. BEVERIDGE
Remarks.....	PRESIDENT A. B. PEARCE
Remarks.....	SUPT. O. M. BRANDS, Paterson
Address	DR. NICHOLAS MURRAY BUTLER
"The Literature of Education".....	SUPT. WM. H. MAXWELL, Brooklyn
"Hygiene".....	DR. H. B. BOICE, State Normal School

Monday Afternoon.

1:30—Music.

"Reproduction in Reading".....	MISS VIRGINIA FOGLE, State Normal School
"Physical Culture".....	DR. H. B. BOICE, " " "
"Number".....	MISS VIRGINIA FOGLE, " " "

Tuesday Morning, November 24th, 1891.

9:45—Music.

Invocation.....	REV. S. B. MEESER
"Language".....	SUPERVISOR ROBERT C. METCALF, Boston
"Discipline".....	DR. J. M. GREEN, State Normal School
"Easy Experiments in Physics".....	PROF. A. C. APGAR, " " "

Tuesday Afternoon.

FOR PRINCIPALS AND TEACHERS OF CITY AND GRADED SCHOOLS.

1:30—Music.

"Civics in the Schools".....	DR. E. H. COOK, Supt. Flushing, N. Y.
"Language".....	SUPERVISOR ROBERT C. METCALF
"Elementary Lessons in Natural History".....	PROF. A. C. APGAR

FOR RURAL TEACHERS AND TRUSTEES.

High School Building, corner Ellison and Summer streets.

1:30—Music.

"Relation of Trustees to the School".....	DR. J. M. GREEN
"Teaching Agriculture in Rural Schools".....	.....
.....	PROF. E. B. VOORHEES, Rutgers College
"School Management".....	DR. E. H. COOK
"Rural School Libraries".....	SUPT. JNO. TERHUNE

Wednesday Morning, November 25th, 1891.

9:45—Music.

Invocation.....	PROF. T. B. HASCALL
"Perspective Drawing".....	PROF. H. P. SMITH
"Cooking in the Public Schools".....	MISS L. C. ANDREWS
"Kindergarten".....	MISS ANGELINE BROOKS, Director at College for Training of Teachers, New York.

Report of Committee on Resolutions.

Doxology.

BENEDICTION.

To Trustees—The special session on Tuesday afternoon in the High School building is specially designed for your benefit. It is to be hoped that you are sufficiently interested in the cause of education to make it convenient to be present on that occasion. A programme for each member will be sent to the District Clerk for distribution.

The first day proved a very stormy one, but the entire institute was a decided success.

Four sessions of the Bergen County Teachers' Association were held, with a satisfactory attendance. Outside of instruction and discussions by local teachers, we had Civics, by Prof. J. A. Whitelock; English Language, by Prof. Louis Bevier, Jr., of Rutgers; Entomology, by Prof. John B. Smith, of Rutgers; Weather Forecasts, by Sergeant E. B. Dunn, of the New York City Weather Bureau, and Manual Training, by an instructor from Prof. Ortel's school at Weehawken.

Arbor Day.—The following circular was issued for the purpose of having the pupils realize more fully the worth of the day, and to appreciate the literature heretofore provided for these anniversaries:

DEPARTMENT OF PUBLIC INSTRUCTION.

OFFICE OF THE COUNTY SUPERINTENDENT,
HACKENSACK, N. J., Nov. 4th, 1891.

To the Teachers of Bergen County:

I wish compositions written between now and next February, by the advanced pupils in each district, on the following subjects:

"Spring."

"Autumn."

"The Object of Arbor Day."

"Mutual Dependence of the Animal and Vegetable Kingdoms."

"Birds and Trees."

"The Seasons of Human Life."

They are to contain about three hundred words each, and must be forwarded to me by February 10th, 1892. Selections will be made from them with reference to the thoughts expressed, and clearness and simplicity of the language.

A limited number of the best will be included in the next Arbor Day programme, and others of merit will be published in the county papers.

The length of time allotted will give the pupils ample opportunity to collect their thoughts upon the subjects selected, and to condense the expressions into as pure and simple language as possible.

Each composition must contain the name of the writer, No. of District, and may suggest the paper preferred, in case it should not be one of the number selected for the programme.

JNO. TERHUNE,
County Superintendent.

The programme for the observance of the day consisted of a circular by me; a very appropriate essay on "The Æsthetic Value of Arbor Day," kindly contributed by Hon. A. S. Draper, State Superintendent of New York; thirteen compositions by pupils on subjects named in above circular; miscellaneous quotations from noted authors; a description of Hamilton's famous trees; concert recitations

for primary grades, and instruction as to where and what to plant in certain districts.

Unfortunately, April 22d, the day appointed, was a very stormy one, which prevented the attendance of many patrons of the schools.

Nevertheless, a summary of the printed reports furnished gives the following information: 916 visitors and 40 trustees were in the school attending the exercises. Twenty-five addresses were made, 4 of which were by clergymen, 19 by principals and trustees, and 2 by florists.

Ninety-six trees were planted, besides shrubs and vines, and 22 districts made flower-beds. Many reported that the usual flower-bed work was temporarily postponed on account of the weather.

Forty-nine districts had flags; 25 of which were procured by subscription, 17 by donation, 6 by entertainment, and 1 by taxation.

In answer to the inquiry regarding the general expression of the people concerning the day, 42 report favorable and 30 indifferent.

Sixty-nine principals report that they consider Arbor Day exercises profitable in an educative sense and 3 are doubtful.

Thirty-two children were kept from school by their parents in five districts, and five other districts report that children were permitted to remain away.

In answer to the question—"Do you prefer to arrange your own programme?"—29 replied "Yes;" 23, "No;" 18 preferred suggestions, and 2 had no preference.

Complimentary letters from the State authorities, ex-Gov. J. Sterling Morton, of Nebraska; the U. S. Commissioner of Education, and from many other sources were received. The Bureau of Education at Washington asked for all the copies I could spare for distribution by the bureau.

Examinations.—The four quarterly examinations for teachers' certificates were held on the days required by law. The changing of physiology and English composition from the first to the second grade subjects is a decided improvement.

The questions for the last two examinations were strictly pedagogical in character, and if continued in the future, the teaching power will be benefited. It will prevent many from entering the profession and using it as a temporary stepping-stone.

The demand upon the county superintendents for all the examination papers written in August was the shrewdest and strongest movement ever before conceived for direct and absolute information concerning the issuing of teachers' certificate throughout the State, and undoubtedly astonished twenty-one boards of examiners.

The examination for free State scholarships to the New Jersey State College was held June 4th. But two candidates were present, and both received certificates.

The annual examination of the pupils was held during the week

commencing May 23d. The township boards of examiners reported 476 pupils worthy of credentials, as follows :

Post First Grade Diplomas.....	4
First Grade Diplomas.....	51
Post Second Grade Diplomas.....	16
Second Grade Diplomas.....	96
Post Third Grade Certificates.....	69
Certificates of Merit	240

Hereafter, the time for conducting these examinations will be reduced to two and one-half days, and will be held on Wednesday, Thursday and Friday morning of the first week in June. This arrangement will not interfere with the course of study as outlined, but, on the contrary, will enforce a closer adherence to the order of subjects. It will avoid unnecessary repetition, be constantly progressive, and reduce the strain to a minimum. No pupil will be passed whose average attendance falls below seventy-five per cent.

Miscellaneous.—The new register with illustration how to use it, the classification of schools, and library report inserted, is a valuable amendment; and now if the district clerk's annual report could be remodeled, we would be under additional obligation to the new State management.

The township boards of trustees were called together the last part of July. Special instruction regarding the library act was given in connection with the usual routine work.

We have had much trouble to secure a sufficient number of teachers for the county. The graduates of the Trenton Normal School are in such demand that the supply is exhausted before the vacancies are filled. Several boards of trustees have standing resolutions to employ no others.

In conclusion, I wish to express my sincere thanks to the teachers for their loyalty, and for the handsomely engraved silver service presented at my wedding anniversary; to the trustees for their co-operation; to the Board of Chosen Freeholders for their financial assistance, and to the press for encouragement given and aid rendered in securing improved school facilities.

BURLINGTON COUNTY.

EDGAR HAAS, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—I herewith respectfully submit my seventeenth annual report of the condition of the public schools of Burlington county, for the year ending August 31st, 1892.

The following is a statement of the school finances of Burlington county for the ensuing year :

Amount of interest from surplus revenue.....	\$4,363 92
Amount of interest from surplus revenue for the Batsto portion of Pleasant Mills district of Atlantic county, containing 13 children.....	3 73
Amount of interest from surplus revenue for Little Egg Harbor township, Ocean county, containing 479 children	137 57
Amount from State appropriation of \$100,000.....	3,410 33
Amount apportioned out of the reserve fund by the State Board of Education.....	7,492 28
Amount reserved by the county, being 90 per cent. of the State school tax.....	67,430 57
Total amount apportioned among the districts of the county.....	82,559 53
Amount apportioned to each child from the surplus rev- enue .....	.287194
Amount apportioned to each child from the State appro- priation of \$100,000.....	.231743
Amount apportioned to each child from the reserve fund of 10 per cent. of the State school tax.....	.509125
Total amount apportioned to each child in those districts that have more than 71 children.....	5.228482
Amount of district school tax voted to be used for the payment of teachers' salaries	4,305 83
Amount of district school tax voted to be used for build- ing, purchasing, hiring, repairing, or furnishing school-houses	14,073 09

Balance in the hands of the Township Collectors, to be used for building and repairing public school-houses, &c.	\$9,033 45
Balance in the hands of the Township Collectors, exclusive of moneys for building and repairing purposes.....	11,853 21
Total amount for teachers' salaries, fuel and incidentals...	94,412 74
Total amount for building and repairing public school-houses.....	23,106 54
Total amount for all school purposes.....	117,519 28
Number of districts having not more than 71 children, nor less than 45 children, that receive \$375.....	48
Number of districts having less than 45 children that receive \$275	15
Number of children in the county, according to the school census of 1891, upon which the above apportionment was made.....	15,202

For the year ending August 31st, 1892, I beg to report, viz.:

The average monthly salary for male teachers.....	\$57 50
The average monthly salary for female teachers.....	40 28
The value of the public school property in the county....	259,575 00
The number of school children enrolled in the school register.....	9,709
Average number of children in attendance during the year	4,807
Estimated number of children attending private school....	1,257
Estimated number of children that attended no school.....	2,613
The number of children the school-houses will seat.....	11,739
Number of male teachers in the county.....	40
Number of female teachers in the county.....	160
Average number of months the schools were kept open during the year.....	9.1
Number of visits to the schools during the year made by the County Superintendent.....	385

From the foregoing statement it will be seen that the average attendance during the year was 49.5 per cent. of the enrollment, being three per cent. less than that of the previous year.

The average time for which the schools were kept open during the year was nine and one-tenth months, being one-tenth of a month less than that of the previous year. The school in District No. 48 was kept open for eleven months; thirty-two schools were kept open for ten months and upwards; fifty-eight for nine months and upwards; Districts Nos. 36, 51 $\frac{1}{2}$, 89, 95, 100, 103 and 104 were kept open for eight months and upwards; District No. 102 was

kept open seven and five-tenths months; Districts Nos. 33, 64, 88, 95, 96 and 98, were kept open seven months; District 101 was kept open six and five-tenths months, and District No. 54 was kept open for six months. Those districts whose schools were kept open for less than nine months were closed in every case for want of sufficient attendance—pupils leaving school to go to work whenever it was to be had. Such districts are subject to the penalty of receiving no part of the State appropriation for the ensuing year, unless the State Superintendent holds that the reduced attendance was a sufficient reason to warrant the discharge of the teacher and the closing of school before the expiration of the full nine months.

The control of the attendance is not in the hands of the Trustees, but in those of the parents, who, in many cases, are in need of all that their children can earn to meet the pressing demands of their families. We are often compelled to take things as we find them, and not as we wish them; it is true in this case. I hope the penalty may not be imposed.

County Examination and Graduation.—As usual, the schools in Districts Nos. 15, 16 and 73 had a number of pupils to pass a high grade of examination for diplomas. The principals of these schools think that the presentation of diplomas from year to year has a very beneficial effect, while those of other schools think the contrary. We have dropped the county examination and graduation because of the views of the latter, feeling that they were most potent. Oftentimes there is too much drilling in preparation for examination and graduation, thus sacrificing the time of continuous consecutive study on the part of the pupils.

Teachers' Examinations.—The examinations of applicants for teachers' certificates were held at the times prescribed by the rules of the State Board of Education. The lists of questions prepared by the State Superintendent were used exclusively. In addition to these regular examinations some few special ones had been given for the benefit of schools that were badly in need of teachers, though none were given without the sanction of the State Superintendent. In a few instances provisional certificates were granted in order to bridge over the time between the employment of the teacher and the next regular examination.

Number of Certificates Granted.

First grade to males	3
First grade to females.....	9
Second grade to males.	7
Second grade to females.....	30
Third grade to males.....	11
Third grade to females.....	44
Total.....	104

Number of Applicants Rejected.

Males in all grades.....	6
Females in all grades.....	43
Total.....	49

The number of rejections compared with the whole number examined was a little over thirty-two per cent., an increase of fourteen and six-tenths per cent. over the rejections of the previous year.

This apparent decrease in the ability of candidates to pass examinations for teachers' certificates is to be explained only by the more difficult nature of the examination questions. We hope, however, that the questions submitted from year to year may increase in difficulty rather than otherwise. It is the only way of weeding out those teachers who have no interest in progressive excellence of their work. Had this policy been instituted years ago and faithfully and continuously pursued we would not now be burdened with so many inefficient teachers attempting the management and instruction of schools far above their capacity. It is a true maxim that "No stream rises above its source."

School Libraries.—Districts Nos. 22, 29 and 41 are the only ones that applied for and received library aid from the State during the year.

School Buildings.—Districts Nos. 3, 13 and 34 painted and fitted up their school-houses. They are now quite comfortable, and present a good appearance.

Riverton School District, No. 22, has just completed a new school building upon the site of the old one.

The description by Albert J. Borie, District Clerk, is as follows:

"Our building contains four rooms, each 22 feet by 30 feet 6 inches; two on the first floor and two on the second, with a cloak-room for each in the hallway. Each room is designed to accommodate sixty pupils, with plenty of space to spare; they may be made to afford accommodations in the aggregate for about three hundred pupils, without crowding.

"The building is to be heated and ventilated by the 'Smead & Wills' system, and in conjunction with this, will be added the 'Smead' system of dry-closets. This system of heating, ventilating and closets has the indorsement of many institutions where it has been thoroughly tested.

"The ventilation is secured by a number of vents placed at intervals along the surbase close to the floors; these communicate by means of flues (or spaces between the studding) with a foul-air chamber in the basement, from which the air is drawn through an inclosed trench

(underneath the closets) into a large stack, where a powerful draught keeps the air in constant motion. The draught is induced by the heat from a heating apparatus in cold weather, and by a small furnace at the base of the stack when the weather is too warm to require the large heater.

"The heating is done by hot air, which is admitted to the different rooms through registers which may be regulated for as much or as little heat as may be required. The same registers will admit cold air when required.

"By this system of heating and ventilating, an even temperature can be maintained in every part of the room, for an indefinite period. There is no water attachment to get out of order and perhaps flood the building, no plumbing bills to be met at intervals, and no pupil can cause endless trouble by throwing a book or any other obstruction into it. In fact, if the system does what is claimed for it, it is an ideal system of closets for a school.

"The building presents an imposing appearance. Its two stories (the first being elevated six feet above the level of the ground), each eleven feet in height, with a high peaked roof surmounted on the front by a cupola, painted in buff and white with bronze-green trimmings, must necessarily be very attractive.

"The basement is partitioned off in such a manner that the boys and girls have separate closets, and it is impossible for either to get into the apartment assigned to the other.

"The cost of the building was \$5,175, the lot being worth about \$1,500, thus making the total value of the school property \$6,675."

The school at Willow Grove, District No. 38, has been transferred to the village of Jacksonville, into the lower story of the United American Mechanics' Hall, which was fitted up for that purpose. While it is not all that could be wished, it is vastly better than the old house at the Grove.

Districts Nos. 55 and 88 have put up new houses upon the sites of the old ones, and although not imposing in appearance, they are comfortable and convenient, meeting the demands of their respective districts.

Milford District, No. 84, built a new house for the accommodation of the few colored children in the district, at a cost of about \$300.

Arbor Day.—As usual, a programme of exercises for the observance of Arbor Day was prepared by the County Superintendent, and sent to every teacher in the county. As a general thing the teachers are faithful and honest in their efforts to impress upon the minds of the children the value and importance of planting and preserving trees.

Wherever the school grounds are sufficiently large, one of the most interesting as well as valuable features of the observance is the planting of trees and shrubs.

Special Mention.—The new school at Friendship, District No. 102, in the very heart of the "Pines," under the charge of Miss Templeton, a graduate of the Normal School, did very good work, although in operation but one year; every child felt it his or her duty to be in constant attendance during the term of school.

Teachers' Association.—The Teachers' Association still does its accustomed good work in topical study. Its meetings are held monthly. During the year just passed, the subjects of Natural Philosophy and Civil Government were taken up and discussed with interest to all. The subjects for the coming year will be Geometry and Drawing.

The County Institute.—Burlington and Mercer counties planned to hold a joint Teachers' Institute in the "Model School" building at Trenton, but on account of the small-pox scare in that city the institute had to be postponed. Some time after, in conjunction with Ocean county, it was decided to hold a joint institute in the Opera House at Mount Holly, but the prevalence of contagious disease again interfered—this time in the form of scarlet fever. There was some expense in the matter of printing, preparation, &c., that will have to be met, and it is but just and proper that it should be paid out of the \$100 allowed to each county for its annual institute.

Township Meetings.—Our township meetings were pretty well attended. Business of various kinds relating to school interests was discussed. The accounts of the township collectors and district clerks, with two or three exceptions, were found to be correct to a cent. One case, however, was so muddled that it was impossible to do anything with it, the district clerk having kept no papers, and being absolutely unable to pronounce upon the condition of the collector's report.

Visitation of Schools.—All of the schools of the county were visited once, nearly all of them twice, and some three or four times where the exigency of affairs demanded.

As a general thing our teachers do good work, and the only drawback that we have to contend with is the want of sufficient money to retain them year after year in the same places, and thus carry into full and complete effect a continuous course of study.

CAMDEN COUNTY.

CHARLES S. ALBERTSON, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—I herewith respectfully submit my report of the condition of the public schools of Camden county for the year ending August 31st, 1892.

General Progress.—After a careful review of the work, I find that the year has been one of profit and progress. The work in the schools generally has been thorough and practical.

Practical Education.—There is an increasing demand for the practical in education as opposed to that which tends to develop the mind only, and is not in the direct line of ordinary pursuits. I find there is at present more of a disposition to yield to this demand, and to develop the young mind along the more practical lines. For the short period of school life now allowed to the average school-boy, I think this is wise. Of course, when time and other conditions allow, the opportunity to lay the foundation of a broad and liberal education is always embraced.

Public Interest.—The lively interest in school matters still continues in nearly every district in Camden county.

School Buildings.—With but few exceptions, the school-houses are large, comfortable, well furnished and pleasant. Two new school-houses have been built, one rebuilt and refurnished, and several repainted and otherwise improved.

Local Taxes.—The different communities continue to raise by district tax sums sufficient to carry on the schools on a liberal plan. I find that the affairs of the districts are generally administered on strict business principles.

County Teachers' Association.—The meetings of the County Teachers' Association have been well attended. At these meetings a free interchange of sentiment among the teachers is encouraged. Several meetings have been addressed by prominent educators.

Teachers' Drawing Class.—Early in the year a large class in drawing was organized among the teachers of the county. This class met weekly, and was under the direction of Madame C. W. van Helden, of Philadelphia.

County Institute.—A union institute, with Atlantic, Gloucester and Salem counties, was held at Atlantic City. This was attended by all the teachers of Camden county, except two, who were prevented by illness. The institute was a very successful one in every particular. On visiting the schools I found that many of the institute suggestions had been adopted, and in most cases they were working well.

Teachers' Certificates.—The new rules governing examination now in force I find have materially advanced the average qualifications of teachers.

Arbor Day.—I received written reports of the Arbor Day exercises from all the schools in the county except four. These exercises were of an interesting and appropriate character. I believe they subserve to a great extent the wise and beneficent end intended.

County Examination and Graduation.—Our regular county pupils' examination was held, and a number of certificates and diplomas were granted. The commencement exercises in many of the schools were of a high order, and attracted large and appreciative audiences.

Changes in District Boundaries.—Some slight changes have been made in the district lines, and one new district has been formed.

CAPE MAY COUNTY.

VINCENT O. MILLER, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—I have the honor to report to you the work of the public schools of Cape May county for the year ending August 31st, 1892.

Some difficulty has occurred in adjusting the differences in the reports of clerks and collectors, arising chiefly from errors in the classification of expenditures.

New Districts.—Three new school districts have been formed during the year—one at Avalon, one at Woodbine and one at Mount Pleasant.

Teachers.—Teachers have been faithful and devoted to their duties, and advancement is the result.

Institute.—Cape May and Cumberland counties held a joint institute at Bridgeton during the first week of November. An unusually large percentage of teachers was in attendance.

Arbor Day.—Arbor Day was not generally observed, but in some districts shade trees were planted with appropriate exercises.

Visitation.—All schools have been visited twice or oftener during the year.

CUMBERLAND COUNTY.

CHARLES G. HAMPTON, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—The schools of Cumberland county have made gratifying progress during the past year, although too many districts continue the old custom of changing teachers almost yearly. This custom, however, is gradually becoming obsolete, to the great advantage of the schools, as both trustees and parents become more enlightened and less given to faultfinding.

Teachers.—As a rule the teachers of the county are intelligent and painstaking, and in most instances are diligently studying to further prepare themselves for professional work, with the purpose of making teaching their life-long labor. All are working for higher grade certificates, with the result that holders of third grade county certificates are becoming comparatively few, while many teachers hold high grade county or State certificates. In fact, the teachers of Cumberland county are able, industrious and progressive, and it only remains to arouse the trustees and parents to a full appreciation of the teachers' labors and rights and the demands of public education to bring the county schools to a high point of excellence.

Teachers' Certificates.—The new rules of the State Board of Education in reference to teachers' certificates which were at first looked upon with considerable disfavor, prove strong incentives to the teachers and now meet with their highest approval; indeed few, if any, would like to go back to the old method of frequent and continued examinations in the lower grades.

District Trustees.—While the trustees are in the main an intelligent body of men, who freely give their time and labor to the often thankless duties of their office, in some few districts a decided change for the better is desirable.

County Teachers' Institute.—During the last four years Cumberland and Cape May counties have united in holding their Teachers'

Institutes. This arrangement is quite satisfactory to the teachers of both counties, but the institutes were hampered in their efficiency until last year, when the entire arrangements having been left with the County Superintendents, a better and more thorough corps of instructors was obtained in the persons of Prof. M. G. Brumbaugh, A. C. Apgar and Miss Virginia Fogle, and the institute made to fulfill its proper purpose.

New Districts.—In consequence of a portion of Cumberland county having been recently set off to Cape May county, School District No. 57 became a part of the latter county. As an offset to this, however, it soon became necessary to create two new districts, because of an increase of new settlers, and now we have one district composed entirely of Hebrews and another of Italians. Both of these districts are now engaged in erecting school-houses of modern style and equipments. District No. 9 also has just completed a handsome house, and District No. 53 is building a new two-story edifice, to be finished and furnished in a modern manner.

Manual Training at Vineland.—Vineland District, No. 44, for some years past has been much interested in manual training. The principal, Dr. Burnett, has carefully instructed the pupils of several departments in knife-work, mortise and tenon joints and the use of tools. This work, however, though congenial to the Doctor's tastes and eminently satisfactory in its results, demanded too much of his time, and a professional teacher of manual training has been employed for the coming year. I might add here that this district is now building an annex to its High School building at a cost of \$13,000, thus making it the finest school building in the State, south of Camden.

ESSEX COUNTY.

M. H. C. VAIL, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—On assuming the duties of County Superintendent I found myself in a field which, if not entirely new to me, was one that had lain fallow, so far as I was personally concerned, for nearly a quarter of a century. It became quite necessary for me, therefore, to enter upon the work, which I had been informed was difficult, with caution

and with still greater care, since no landmarks for my guidance had been left in view. But as time went on the task grew easier. The courtesy of Superintendents Barringer, of Newark, and Cutts, of Orange, was kindly extended me. The supreme pleasure of the work, though, was not felt in its fullness until I had made the acquaintance of the school officials, trustees and clerks of the county, all of whom rallied to my support with one accord. But what made my induction into office especially grateful was the warm welcome extended by the teachers. The good work which I am happy to report they have one and all accomplished, is abundantly manifest in their fulfillment to the letter, of their pledge of fidelity to their new Superintendent, the cause of education and the instruction of the young.

Schools in a Flourishing Condition.—It is a very pleasant duty for me to be able to report the schools throughout the county as in a very flourishing condition. They show a very marked change in some, while all over the county the spirit of progress is at work in the schools. The trustees, clerks and teachers are vying with each other in their efforts to push on the good work. They all aim at the accomplishment of a practical and progressive education of all the children in the county whose parents or guardians are disposed to accept the golden opportunities offered.

The State money so liberally bestowed has been wisely and judiciously expended; moreover, the people and taxpayers have exhibited such cheerfulness in supplementing the same to the meeting of every necessity, that I have not a single instance of illiberality on their part to report.

New Buildings and Improvements.—Wherever I have found it my duty to make recommendations for what I considered necessary changes, in order to obtain increased facilities by the enlargement of old buildings, or the construction of new ones for the greater comfort or accommodation of pupils and teachers, immediate action has been taken and the work pushed vigorously forward to an early completion. I am thus enabled to report two new school buildings constructed during the year. Several old ones were overhauled and new additions built thereto, and several completed that were under way.

In East Orange the Board of Trustees have finished their new High School building at an expense of nearly \$100,000. This building will compare favorably with any public school building in the State. They have also constructed a new Grammar School edifice in one of their rapidly-growing outlying sections.

Montclair is also engaged in erecting a new High School building of such dimensions as will give a seating capacity of five hundred in the assembly-room alone. It is being built on an extensive and beautiful plot of ground, including that formerly occupied by the Episcopal Church and on what might be termed the foot-hills of the Orange Mountain. When completed this building will compare

most favorably with any house erected for school purposes in the State or United States, and will entail an expense of not less than \$125,000 and perhaps more.

In Irvington great improvements are being made and many needed additions to their already large building are being rapidly pushed to an early completion in order that the much-needed accommodations for the children of their rapidly-increasing community may be provided at an early day.

It will not do to pass over the good work done in White Oak Ridge District, No. 24, where a new building has been constructed. It has taken the place of a long since obsolete building occupied for years, because it was formerly believed anything was good enough for a school-house. With the departure of the old and the dedication of the new was opened up a new era of educational prosperity and neighborly good feeling for the district.

With the promised demolition during the vacation term next year of the old stone jug at Lyons Farms will have passed from Essex county the last vestige of the old notion mentioned above—that anything is good enough for a school-house. This little stone structure, which a stranger would decide had been erected in the early days of the Republic by some well-to-do farmer as a smoke-house, it is expected will be photographed for the Columbian Exhibition at Chicago next year, as the last connecting link between the old era and the new.

Consolidation of School Districts.—Early in my official incumbency the people of Millburn came forward with petitions so numerous signed and with arguments so strong I did not long delay consolidation of Districts 25, 26 and part of 27, in order that much-needed and better schools and school facilities might be secured for Millburn and vicinity. Some objections to the project being raised in No. 25, the district known as Short Hills, an appeal was taken, but overruled by your predecessor. Next year a building large enough to meet the present and prospective school wants of this growing suburb will be erected.

Female School Trustee.—Few, indeed, have been the changes in district clerks or trustees, the major part proving themselves the right men in the right places and becoming their own successors. In Clinton District, No. 16, I have the pleasant duty of reporting the election of a lady trustee, Miss Burnette, who accepted the trust and is now filling the place acceptably and doing her work resolutely and effectively.

School Attendance.—In all the districts the attendance upon the schools has been remarkably good, and the cases of persistent tardiness or absence have been few. Yet there is a singular laxity displayed on the parts of some parents and guardians in seeing to it that their children are in the school-rooms and receiving the benefits of the education held out to them so generously and with such a

liberal hand. The percentage of those children who do not attend school at all is entirely too large. For this deplorable state of affairs there ought to be some effective remedy. Since my advent into office there has been nothing which has led to more serious thought, and it does seem that some plan should be devised to bring a much larger number of this class of children into the school-room and under the benign influences of education. They are now growing up in our midst in ignorance, which as surely leads on the way to destitution and crime as night follows day.

All the remedies thus far applied proving only palliative, it seems that permanent relief or cure can only be reached by the adoption of heroic means.

Some plans I have in view may be so far matured during the year as to be worthy of presentation in my next report.

County Institute.—The Teachers' Institute of last year, while it presented many features of excellence, did not come fully up to our expectations, nor did it create among the teachers such an amount of enthusiasm as was devoutly to be wished. Much of the shortcoming may be rightly attributed to our own inexperience; if so, then we promise that no effort for its remedy in the next shall be spared, in order that there shall be no reason for question or complaint in the future.

Board of Examiners.—My peculiar good fortune in the selection of Principals Dunbar, of Bloomfield, Sherman, of South Orange, and W. H. Winslow, of St. Marks, as Assistants in the Board of Examiners for teachers, I take pleasure in noting, and their work has proven so satisfactory in the past year that I have decided, without hesitancy, to re-appoint them. The examinations have been regularly held according to law, and I am happy in reporting that the teachers taking them, with very few exceptions, reached a high order of excellence. So far, those who received the award of certificates have fortunately received appointments, and are proving first-class teachers.

Manual Training and Kindergarten.—So far as manual training and kindergarten work has been introduced, it has been found to work splendidly, and with results so encouraging as to give full warrant for the utility of its introduction everywhere possible. In some places the work consummated is worthy of the very highest commendation. Notably is this so in South Orange, Bloomfield, East Orange and Belleville. The skeptics in regard to the value of manual training as an educational factor have only to step into the machine shops of the schools at Montclair and witness the exhibitions of skill in progress, by the pupils, male and female, of that village, in their manipulations of wood, steel and iron, to be convinced of the value of this kind of training. So also a visit to the culinary department, where the young misses are being instructed in the theory and practice of housekeeping and in taking practical lessons in high-art cookery, in

preparation for the delicate future task of tickling the palates of the "Lords of Creation," would satisfy all skeptics of the high utility of this species of school education.

GLOUCESTER COUNTY.

WILLIAM H. ELDRIDGE, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent:

DEAR SIR—I have the honor to send you this my first annual report of the condition of the schools of Gloucester county.

It affords me pleasure to speak of the good condition of the schools and the advancement of educational interests under the supervision of my predecessor, Superintendent James Gallaher, deceased. He was a teacher among teachers, and one ever ready to sympathize with the well-meaning in our ranks. By his advice and help the despondent and weak were lifted above their troubles and the strong made stronger. All connected with the schools of the county speak in the highest terms of his official work.

General Condition of Schools.—In visiting the schools I find most of them well conducted, the teachers interested in their work and the trustees thinking of the good of the children. The very poor school-houses are few. Of the seventy-two school-houses in this county all except two have the modern desk. In two districts I find some of the rooms too small to accommodate the number of pupils placed in them. For instance, Glassboro School District has two of its rooms, each 20x28x9 feet, furnished with the modern desk, and each room seats fifty-eight pupils, two at a desk. Often the room is overcrowded, with three on a seat and sometimes four. The trustees in this district wish to build a larger house, but the voters keep them down. In District No. 57, Williamstown, I find a room $15\frac{3}{4} \times 23\frac{1}{2} \times 14$ feet, with seats enough for thirty pupils, yet from forty to fifty are sometimes required to be in it. These districts are two of the largest in the county. Apparently the people of District No. 45, Franklinville, have lost all interest in their school. During my visit there the school presented a deplorable condition. This is a district having a building with two rooms and enough children to make two good-sized departments; yet the children were all crowded into one room, under one teacher, without books or apparatus. These are

extremes. I hope they may soon be helped. The patrons of nearly all the other districts seem to be proud of their schools and all pertaining to them. Particular mention should be made of District No. 1, Woodbury, and District No. 16, Paulsboro. The voters of these districts seem to be liberal-minded and think nothing too good for the school accommodations of their children.

Teachers.—Among the teachers I find now and then one with little heart in the work, but most of them are conscientious, hard-working and thoughtful.

County Teachers' Associations.—Having been a teacher in the county for the last fourteen years, I will say a word for our county teachers' associations. The teachers were called together three times during the year. The teachers at these gatherings were addressed by prominent educators on some interesting topics. These meetings are not only a success intellectually, but socially. The teachers meet, exchange views, become acquainted and go away better satisfied with themselves and their work. The superintendent, too, is benefited by these associations. He is brought closer to the teachers by making himself one of them. Ofttimes at them he finds opportunities to give advice, tell of the poor judgment shown by some teachers, and the many good things seen through the county on his visits to the schools.

HUDSON COUNTY.

GEORGE C. HOUGHTON, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

DEAR SIR—In submitting my seventh annual report of the schools of Hudson county, I desire to bear testimony to the general excellence of our teaching corps and their effective work, especially in the rural districts. The changes which have been made during the past year have, without exception, tended to raise the average both of the teaching corps and of the results attained. Many teachers who have been at work in the county for one or more years have advanced their standard of instruction, and I attribute this primarily to the new rules in regard to the county examinations which the State Board of Education have adopted.

Examination of Teachers.—The rule prohibiting the re-issue of a

certificate of the third grade has proved to be an important spur to scholarship, and in a large number of cases, young teachers have applied themselves to such comprehensive reading as qualified them to take the examination for second grade certificates during their first year of teaching experience. There have been cases also where the rule has cut off inefficient teachers, inuring to the betterment of instruction, and raising not only the standard but also, as I have said above, the average standing of qualified instructors.

It is an advantage to require those who are primary teachers, and also teachers of ungraded schools, to obtain a second grade certificate. For after all is said it is the higher education which requires the lower, rather than the reverse. One who has had little or no experience and no more scholarship than is absolutely necessary to obtain a percentage of seventy in the third grade studies is not usually competent to fill properly the primary teacher's position, or suitably instruct and have the sole charge of a number of promiscuous classes.

It is gratifying to note the very happy results of an experiment to test other than literary qualifications of candidates for a teacher's license. It is the experiment of placing in temporary charge of classes in some of the larger schools, candidates who have passed their literary examination, and obtaining from competent instructors who have been present in the class-rooms, a rating of their efficiency in actual teaching. I do not know that this plan is used elsewhere, but these tests in this county have, in every case, been successful. The candidates who were rated above the average by the Board of Examiners have all proved to be superior teachers, and those who were rated below the average have failed in their after-work. It would seem to be desirable to enter a statement of their successful attainments in such an examination on their certificate.

Provisional Licenses.—My experience leads me to the observation that "temporary licenses" are, as a rule, most pernicious. One meets with very remarkable experiences in this matter. A Board of Trustees desiring to appoint a teacher in their school, makes a selection and asks officially, or through the candidate, for a "temporary license" until the next regular examination. Certificates being granted, my record shows that three in every four candidates fail at the quarterly examination, and this is followed by herculean efforts to obtain the certificates, temporary or otherwise. Representation is made that the applicant has been unusually successful in the practical work of instruction and that untoward results, under peculiar circumstances, will follow any change at this particular time; and, no doubt, this may be true, which makes the case a difficult one to handle. A majority of these candidates are provided with certificates or diplomas from other states and have *prima facie* literary qualification of high degree, having held positions apparently of higher grade than the one for which they are now selected. Yet, as

I have already said, they absolutely fail (three in every four) to qualify at our third grade examination. This is a growing evil, and the only remedy I can suggest is to issue no provisional certificates, or to require an oral or other "preliminary examination" before granting any permission to teach. The former method would be, in some instances, detrimental, and in all cases an added and laborious duty devolving upon the State Superintendent. The alternative would at least put a weapon of defense in the hands of the County Superintendent, and, judiciously used, would help the cause of education. Of course, I am fully aware of the fact that in some rural country districts it is difficult to obtain any teacher at all, and still more so to obtain the services of a thoroughly-equipped instructor. In such a case, close the school. Badly-instructed pupils are far less desirable than ignorant pupils, and graduate into the most undesirable citizens. In any case, however, I am speaking for my own county.

Arbor Day.—It is a pleasure to report the universal observance of our annual Arbor Day. The planting of trees always forms a part of the programme. In one district the principal reports 69 trees now growing on the school property. A prescribed programme was followed in every district, and about 30 trees, besides shrubbery, were planted. In a majority of the schools visitors attended the celebration and thereby manifested their interest in the day and cause. It is worthy of note that in the grounds of one school a cherry tree was planted and dedicated to George Washington. Other trees had been planted elsewhere, otherwise named and all still vigorously growing, "Columbus" absorbing an heroic lion's share, and "Mayflower" claiming recognition on one weeping willow tree. The day and cause are growing in popularity.

Special School Reports.—We have added somewhat to our number of school-houses. In New Durham a remarkably good school building has been erected containing six class-rooms. It is in charge of E. A. Murphy, a young Principal of broad and progressive mind. School No. 2 in this district has been greatly enlarged and is an excellent modern school building, under the charge of Mr. S. A. Roberson and his very able assistants, Miss Erk and Miss Lindsay. In Kearny the High School building has been completed and is among the best school-houses in the county. It may not be amiss to add that this is the only High School in the county outside of the cities.

The new school-house in District No. 10 is of an excellent model and is well built. In capacity it is sufficient to meet the requirements of the district for some years to come. It is under the admirable charge of Wm. M. Van Sickle. During the spring I increased the area of this district somewhat, re-arranging the boundaries of Districts 8, 9 and 10, so that Districts 9 and 10 are coincident with Union township, and District 8 now lies wholly within the town of Guttenberg. This arrangement more evenly divides the number of pupils,

the amount of school money, and the taxes, income, and removes complications which formerly arose by reason of the Guttenberg school district overlapping the town of Guttenberg.

The consolidation of Districts Nos. 3 and 4, which I accomplished last fall, has proved to be very helpful to both districts.

East New York, sometimes called North Weehawken, is one of the districts in which, educationally and financially, there was chaos in former years, and I wish to put on record that the present District Clerk, John McKeon, has been largely instrumental in putting the district on its feet again, and making the school building and grounds very creditable. The Principal, Mr. Philip W. Ward, a young man of ability and earnestness, has virtually re-created the district educationally.

Bull's Ferry is doing effective work under Mr. Joel Horton. I may say, also, that considerable advancement has been made under Mr. A. J. Allen in Secaucus. Mr. James W. Phelan and his able, helpful assistant, Miss Louise Havens, in East Durham, and Mr. E. W. Kerman, in Weehawken, also deserve credit.

A new school-house is to be built next spring in District No. 6, and the higher classes will be formed in the new school No. 2 of the Town of Union. Mr. Otto Ortel, the Principal and master mind of this school, can, I think, claim to have one of the model schools of the State, not only in its curriculum, but also in the size, arrangement and accommodations of the building; also in the best attempt hitherto made in a system of ventilation. I am glad to be able to add that we expect to introduce the kindergarten system in this school in the spring.

Mr. Alexander Smith, Principal of District No. 8, and Mr. John Dwyer, of No. 16, are keeping their standard fully up to the mark hitherto attained. So, also, Mr. Robert Waters never flags in his energetic work, and since his recovery from a severe and painful illness has accomplished more than ever before.

In School District No. 17 the trustees have elected Mr. John Keynton, who is Principal of the High School, to be also superintendent of the four schools, an arrangement which will insure a very thorough supervision of Kearny's schools. Mr. Redheffer has become Vice Principal of the High School, and Mrs. Fanny Shepard succeeds as Principal of No. 1, while Miss Kenton has been appointed Principal of No. 3, in Arlington. This gives two female Principals in the district, Mr. Balcom continuing as Principal of School No. 2.

The city of Bayonne having elected Mr. Charles M. Davis Superintendent of the seven schools of District No. 15, a more thorough supervision is now possible than under the former system of "Inspector," and the work of the last year has been most satisfactory. Miss M. J. Thomas, who has charge of the High School, or "Classical Department," as it is called in Bayonne, is one of the most cultured, progressive and phenomenally successful teachers in the State. Bay-

onne is to be congratulated that one, in every way so admirable and capable a teacher, is at the head of their "Classical Department." I have been greatly pleased with examinations I have (unannounced and unexpected) held in her department, and was greatly pleased with the success of three of her last year's graduating class who entered the competitive examination for entrance at Rutgers College. There ought to be another school building in Bayonne and a suitable portion set off for this important work of Miss Thomas' department.

Columbus Day.—The children of the public school system in this county made faithful preparations for "Columbus Day" and observed it appropriately. They were also allowed a three days' holiday on the occasion of the New York celebration, and they are now looking forward to the school exhibit of the World's Fair, and I pledge you favorable results of the Hudson county children's work.

Manual Training.—Manual training has not been without its full measure of progress in the county during the past year. The work in the Town of Union has been done with renewed carefulness and commendable proficiency. The exhibit given last spring of their progress in the several departments was remarkable and attracted the attention of a vast concourse of people. Most favorable notices appeared in the public press, and many leaders and instructors in manual training attended the exhibition and commented upon it in terms of very high praise. The paper-work and sewing were admirable, and the clay-modeling was of a superior character. The wood-working department has greatly improved, and this fall's work is a still greater advance. In the domestic economy department, I consider that the Union Hill school is in the very front in manner and matter of instruction, and in the grade of accomplished work. Mr. Ortel has been most fortunate in his selection of the teacher for this branch of industrial education, and I believe that Miss Pond will work for herself and her department a prominent name and place in the school of manual training.

In Hoboken the industrial departments have advanced their grade in the high aims they have made for themselves, and at the same time have also advanced their grade of progress. Their corps of teachers is a most competent one, and manifest untiring zeal in their several branches. The public appreciate this system of instruction, and at the exhibit of last May fully ten thousand people examined the results of the year's labor, and experts who were among the visitors pronounced the educational character of the work foremost in its excellence. The wood-working and carving exhibits were, I believe, second to none, and to the sewing and other branches, similar praise is due. The annual report of the Trustees of Manual Training in Hoboken will be found elsewhere as a separate report.

In conclusion, I desire to voice the feeling in this county that the Department of Public Instruction has been uplifted during the past nine months, and the strengthening influence has been appreciated by

the progressive teachers in every district. The steps are all forward. The work is thorough. The aims high. With such a beginning, these twelve months will stand out against the background of previous years in bold relief, and we have every reason to expect that the public school system in the State will make a most enviable record of this Columbian year.

HUNTERDON COUNTY.

E. M. HEATH, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—In compliance with the law, I have the honor to submit this my fourth annual report concerning the public schools of Hunterdon county, for the year ending August 31st, 1892. As heretofore, I will present a brief statement of the statistical report of the finances for the coming year :

Amount from State appropriation of the \$100,000 fund..	\$2,064 88
Amount from State school tax.....	59,087 93
Amount from surplus revenue.....	3,297 43
Total amount received from the State.....	64,450 24
Amount apportioned to each child from the \$100,000 fund .....	.23237
Amount apportioned to each child from the surplus revenue .....	.3710814
Amount apportioned to each child in those districts numbering fifty-three and upwards.....	7.070816
Number of districts that receive \$275.....	19
Number of districts that receive \$375.....	29
Number of districts that receive more than \$375.....	59

For the year ending August 31st, 1892, our report shows—

Amount expended for teachers' salaries.....	\$60,398 83
Amount expended for fuel.....	3,233 12
Amount expended for incidentals.....	3,347 79
Amount expended for building, repairing, debt and interest	4,116 32
Total amount expended.....	71,099 04

Present value of school property.....	\$204,200 00
Average number of months the schools have been kept open.....	9.9
Number of children enrolled in the school register.....	6,772
Average number in attendance during the year.....	3,545
Number of children in the county attending private schools	407
Number who have attended no school during the year....	1,033
Number of male teachers employed	51
Number of female teachers employed.....	98
Average monthly salary for male teachers.....	\$52 46
Average monthly salary for female teachers.....	34 68

School Buildings and Equipment.—Of the one hundred and eleven school buildings in the county, eighty-five are constructed of wood, twenty-one of stone and five of brick. The condition of the houses is rated, viz.: Fifty-three very good; forty-one, good; thirteen, medium, and five, poor. All the houses but three are furnished with modern desks. Maps are found in all the districts but one. Globes are found in fifty-eight and dictionaries in one hundred and four districts. All but four districts have sufficient blackboards and all the districts have separate outhouses. Ventilation is mostly secured by dropping the windows.

Teachers.—To show the advancement of the teachers, I will present their grades of certificates of four years ago and of the past year :

	1888.	1892.
First State	2	6
Second State.....	9	13
Third State.....	5	5
First county.....	22	33
Second county	28	54
Third county.....	84	39

This is a very gratifying advancement on the part of the teachers, and one that is quickly reflected upon the character and progress of the pupils

Teachers' Examinations.—Four teachers' examinations were held during the year, as the law directs. One hundred and one certificates were issued: four of the first grade, thirty-eight of the second grade and fifty-nine of the third grade. Of the above number, seventeen were granted to males and eighty-four to females. Twenty-three applicants were rejected.

School Libraries.—An unusual number of districts have made additions to their libraries during the year. Many very valuable works of reference and general reading are by this means made accessible to pupils.

Institutes.—Hunterdon and Somerset counties again jointly held their institute at Somerville April 6th, 7th and 8th, 1892. There was a good attendance and good practical instructors. With great unanimity it was pronounced by the teachers as being the most satisfactory meeting of the kind they had ever attended.

Contagious Diseases.—During the fall and winter our schools had an undue share of epidemics. Measles, mumps, whooping-cough, scarlet fever and diphtheria were quite prevalent. This accounts for the low average of attendance in the schools affected.

Conclusion.—In conclusion I am pleased to report the steady and healthful progress our schools have made during the past year, also to express my appreciation to the teachers of the county for the able and faithful manner they have performed their work in the school-room.

MERCER COUNTY.

LLOYD WILBUR, COUNTY SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

As a supplement to my statistical reports which I transmit to you to-day, allow me to say a few words in reference to the school affairs for the year just closed.

I think I may say that it has been in every way a prosperous and successful one.

Much has been done for the comfort of pupils and teachers by improved surroundings and facilities. Such additions consisting this year, more of many small improvements in a good many districts, rather than any extensive ones in a few.

I do not deem it necessary here to give any synopsis of our financial condition, as it would be a mere repetition of what is fully set forth in my statistical reports, but I cannot but take this opportunity to express my belief that the school moneys have been expended by the various boards of trustees with excellent judgment and with a skillful blending of economy and liberality that is worthy of all praise.

Neither does it seem to me to be necessary to speak here of certificates granted or of the condition of schools or school-houses, as these subjects also are amply treated of in the above-mentioned reports. I cannot help mentioning however, with great satisfaction, that we have

a constantly increasing number of Normal graduates employed in the townships, and, from what I have seen, I am constrained to say that from them and their work, their Alma Mater will, I am sure, be honored, and the "State receive no detriment."

New Rules for Examination of Teachers.—There has also been a great awakening among the teachers holding county certificates since the need of passing from the lower to the higher grades has, by the rule of the State Board of Education, been made imperative. I cannot but feel that that rule was one of the most salutary and far-reaching that was ever passed by the Board. The inferior teachers must now from very necessity drop out of the ranks, as those that remain *in* must needs be of the highest quality. The new rule virtually says to the teacher in the words of Shakespeare,

"Now will I put thee to the test
And see whether thou art made of sterling stuff or no,"

And there will in future be no alternative but to become a thoroughly competent teacher or quit the business.

The year just passed has been, in many ways, a very busy one. Many re-arrangements in school work and of departments have been made, and many descriptions of district boundaries have needed to be re-examined. As regards the usual daily recurring duties that belong to the Superintendent's office, such as visitation of schools, consultations with Boards of Trustees, investigations of complaints and adjustment of disputes, I believe I have attended to them faithfully and conscientiously. I have at least tried to do so.

Arbor Day.—The observance of Arbor Day, notwithstanding the inclement weather, was very general—appropriate exercises being held in forty-two of the schools, twenty-three of them being out of doors. I had allowed a wide latitude in the formation of the programme—opportunity being supplied for supplemental inventions by the teachers themselves. So we had much variety, and full reports were sent to me of the day's doings.

Although suitable exercises were held in the number of schools mentioned, trees were not planted at *all* of them; some being so well supplied already that the trustees thought it unnecessary. Indeed, some of the school-houses are situated just at the margin of little groves, and to plant trees in such cases seemed like "carrying coals to Newcastle."

Teachers' Institute.—We were prevented from holding our institute this year by somewhat sad but sufficient reasons. We first attempted to hold it in the fall as usual. We had agreed to unite with Burlington county, and the institute was to have been held in Trenton. The programmes were printed and all needful preparation made for holding, as we anticipated, a grand institute. But when the time came the small-pox was so prevalent in Trenton that it was thought inadvisable to proceed. So the matter was postponed to the ensuing May.

We arranged at that time to unite with both Burlington and Ocean counties, and hold the meeting at Mount Holly. Again the programmes were printed and circulated, but when the time came that city was suffering from an invasion of scarlet fever; so we were again compelled to give it up. Consequently no institute was held this year.

As to the remainder of the usual routine work of the year, I am not aware of any portion of it being omitted or slighted.

Vacancies.—There has occurred during the year an unusual number of vacancies in boards of trustees, most of them by removal of the incumbents from the districts, and in two instances (in Districts No. 23 and No. 46), by their death—both men being admirable school officers and faithful counselors, and both district clerks. There have also occurred during the year many vacancies in the ranks of the teachers—most of them by removals to other fields of school work, and four of our best have severed the tender ties that bound them to their little pupils to form other ties presumably no less so.

Tenure of Office of Teachers.—I cannot close these lines without referring to a matter that seems to me of the very highest importance if the business of teaching is ever to become *in reality* what we, in our speeches and letters, so much delight to call it, a veritable “profession;” I mean the disheartening frailty of the tenure by which the very best of our teachers hold their positions. As things now are, they are liable to be displaced for the most trivial reasons; as, for instance, at the mere whim of somebody who may happen to be kin to somebody else that wants the situation. This may not often happen, but the possibility of its ever happening ought certainly to be prevented. And if it shall be so prevented, it will have to be by some means that I do not at present know about.

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent:

SIR—I herewith most respectfully submit my annual report of the condition of the public schools of Middlesex county for the year ending August 31st, A. D. 1892.

The following is a statement of the whole number of children and the apportionment of school moneys for the year commencing September 1st, A. D. 1892:

Number of children within school age (census of 1891)...	15,326
Amount apportioned from State School Fund.....	\$3,733 39
Amount apportioned from State school tax (90 per cent.),	69,324 64
Amount apportioned from Reserve Fund.....	7,702 74
Total amount of public school moneys received from the State	80,760 77

Classified Statement.

Number of \$275 districts	9
Number of \$375 districts	42
Number of per capita districts	27
Total number of districts (including cities).....	78
Number of children in \$275 districts.....	313
Number of children in \$375 districts	2,342
Number of children in per capita districts.....	12,671
Amount apportioned to the \$275 districts	\$2,475 00
Amount apportioned to the \$375 districts	15,750 00
Amount apportioned to per capita districts.....	62,535 77

Auditing School Accounts.—The receipts and expenditures of school moneys in every district have been reported, examined and compared with the accounts of the collectors of the several townships and, with one or two exceptions caused by delayed orders, have been found correct. Under our school system it is almost impossible for school moneys to be misapplied without detection.

School-Houses.—School-houses and school property in general are in a very excellent condition. Many have been refloored, enlarged, refurnished and painted. There is a marked difference for the better in the condition of school property to-day compared with that of eight years ago.

County Examinations.—Four regular examinations have been conducted during the year. In the opinion of the County Superintendent the May examination should be for all three grades and the August examination should be abolished.

Teachers desiring to enter into contracts, during the months of June, July and August, should qualify at the May examination preceding, and not be held in suspense by Boards of Trustees, while awaiting the results of the August examination. Moreover, as many teachers attend summer schools or spend their vacation at a distance, they cannot attend the August examination without great incon-

venience and considerable expense. It is difficult to convene the County Board of Examiners the first part of August.

School Officers.—The school officers of the county deserve much credit for promptness. With one exception every school report due this office, numbering about four hundred, was received on or before the 15th day of August.

Many of these officials receive little or no compensation, and the residents of the various districts should appreciate the valuable services rendered by these gentlemen.

Music.—Considerable attention has been given to the instruction in vocal music. Nearly all of our schools have an organ or a piano, and find the instrument an efficient help.

School Hints.—During the year the County Superintendent prepared a small pocket edition, entitled "School Hints," containing an abridgment of the school law, with decisions and suggestions to school officers and teachers. Four hundred copies were distributed among school officials and teachers, and there is still a demand.

Teachers' Institute.—The Teachers' Institute was held in the city of New Brunswick, in November last, for three consecutive days, and the interest was well maintained throughout all the sessions. All the teachers of the county were present except a few, who presented medical certificates of inability to attend.

At the close of the last session the following report and resolutions were passed unanimously :

"The committee note with pleasure the fact that nearly every teacher connected with the public schools of the county was present at every one of the seven sessions.

"We wish especially to commend the character and scope of all the instruction given ; therefore, be it

"*Resolved*, That our sincerest thanks are due, and they are hereby freely and heartily given to all who have assisted our efficient County Superintendent, H. Brewster Willis, in making the institute a success.

"The papers presented, the music, the instruction and the admirable class exercises are worthy of separate and especial notice.

"Hereafter, as a room will be provided for school exhibits, be it therefore

"*Resolved*, That the several schools of this county prepare and bring to the institute exhibits of actual school work done by the pupils, such as specimens of penmanship, drawing, sets of book-keeping, map-drawing, &c., such exhibits to be limited in any one subject to five from any one school.

"*Resolved*, That a committee of three be appointed by the County Superintendent to make a report at our next institute as to the best method of obtaining and maintaining a good working library in each of our public schools."

Township Board of Trustees.—The Township Board of Trustees of the respective townships convened in July and freely discussed public school matters in general.

School Inspection.—The daily order of exercises, course of study pursued, classification of pupils, text-books, rules and regulations, punishments inflicted, school buildings, and surroundings of every public school in Middlesex county, excluding cities, have been inspected at least twice during the year.

Uniform State Standard.—Of the seventy-six public schools under my superintendency, only six grant diplomas. A large number of the seventy schools which issue no evidence of scholarship, do secondary work.

Of the six schools granting diplomas, the Boards of Education, or Trustees adopt such a standard as suits themselves, making the diplomas of but little value to the possessor, and that only local.

The hard-working and capable pupils of the rural districts receive nothing of an official character as evidence of years of student life.

We need a State standard of examination, applicable alike to the pupils of graded and ungraded schools, and a State diploma bearing the State seal, and issued by the State Board of Education to every pupil acquiring a good knowledge of orthography, reading, penmanship, geography, arithmetic, English grammar, history of the United States and book-keeping.

Such a diploma should be accepted by any High School, by the State Normal School, and by the State Agricultural College as satisfactory evidence of scholarship in the branches covered by such a diploma.

Our pupils would be likely to make every effort to meet the requirements of an examination which would give them an entrance into higher institutions of learning without re-examination in the elementary branches.

Such a diploma, whether used for admission to higher institutions or departments of learning or not, would have a general value to its possessor as a testimony of character and attainment.

The present method of examining pupils is a *go-as-you-please method*, whereas the establishment of a State standard would have the effect to unify and systematize the work.

It is hoped that the State Board of Education will give this matter the attention which its importance demands, and authorize some standard and method for the examination and graduation of pupils.

At our Teachers' Institute this subject was freely discussed and the following resolutions were passed :

“WHEREAS, We the teachers of Middlesex county in institute assembled, desiring to secure the advantages of a uniform State standard to be attained by the pupils of our public schools, graded and ungraded, in the elementary branches of an English education, do hereby

“*Resolve*, That we adopt as a standard of scholarship for the pupils

in the public schools of Middlesex county, the questions prepared by the State for third grade teachers' certificates, and that we use these questions, exclusive of those on theory and practice of teaching, until the State establishes a system of examinations adapted to the needs of our schools.

“Resolved, That the annual examination in May, at the county seat, for teachers' certificates, be adopted as the time and place for holding said pupils' examinations, and that it be conducted by the same board, and governed by the same rules and regulations, as the teachers' examinations.”

Pupils' Examinations.—In May last the County Board of Examiners held a pupils' examination at the county seat.

Twelve or more pupils from the advanced classes of several of our public schools appeared before the County Board and submitted to an examination in third grade subjects, barring theory and practice.

The following pupils met all the requirements and received from the County Superintendent a testimonial setting forth their averages and commending the work of their school: Florence Browning, Anna Blakeslee and Dillie Thornall, of Perth Amboy, Public School No. 1; Edith Voorhees, New Brunswick High School, and John Muirhead, South Amboy, Raritan Public School. Several pupils fell just below the required average and will appear again at the next examination.

The county of Middlesex expended last year for school purposes over \$100,000, and it is simply business-like to ascertain whether or not value has been received.

Some method of testing the work done should be adopted, and when the work is found to be well done there should be some tangible evidence, official in its character, as an encouragement to the pupil, teacher and the public at large.

MONMOUTH COUNTY.

SAMUEL LOCKWOOD, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—I have the honor to report my school work for the year beginning September 1st, 1891, and ending August 31st, 1892.

The following summary furnishes the factors on which was based

the apportionment of school moneys for Monmouth county for the year beginning September 1st, 1891, and ending August 31st, 1892:

Number of children in the county, census of 1891.....	18,967
Interest from surplus revenue.....	\$2,236 81
State appropriation from the \$100,000.....	4,407 45
Appropriation from State school tax.....	124,283 20
Total amount of school moneys.....	130,927 46
\$375 districts, having not more than 54 children nor less than 45 each.....	16
Districts receiving each \$275, having less than 45 children each.....	7
Number of children in these 23 districts.....	979
Amount appropriated to the children of these 23 districts,	\$7,207 19
Average per child for the above.....	7.3617
Number of children in the districts which number more than 54.....	17,988
Amount from all sources to each child in the above districts.....	\$6.85886

It seems almost conventional, though the facts may warrant, to write "the year has been one of progress." Hence I prefer to point out the path and trend of educational movement under my supervision.

Material Prosperity.—In my report for 1890 a simple clerical error made possible the deduction that the public school property of Monmouth had decreased in value, whereas the truth was the other way. So at this juncture I must emphasize the fact of the recent increase as remarkable. Long Branch has had its generous spirit sorely tried by disaster. The Garfield Avenue School was badly injured by a fire which occurred in the building. This building was promptly restored. The Seabright School was consumed in the conflagration in that borough. This was replaced by a nobler building at a cost of \$14,000, not including the bricks used from the former building. Thus the valuation of this structure may be set as nearly \$15,000. At North Long Branch a new building has been erected at an outlay of \$15,000; also a school in Broadway at the same cost. The old building was moved to Branchport, thus creating another sub-district. The expense of this, and of the restoration of the Garfield Avenue School, and the artistic grading of the High School grounds are not at my immediate command.

Oceanic is putting up a new school building to cost \$18,000. Keyport is enlarging at an outlay of \$12,000. Navesink is also enlarging at an expense of \$5,000. Belford has enlarged at a cost of \$2,500 and Keansburg at \$6,000. Although I cannot, at this writing, state some of the other outlays, I think their total must exceed \$72,000.

The above may be called material prosperity.

Æsthetic Improvement.—There is also an æsthetic side, in which, for its educational worth, the pupils should be enlisted—the decoration and the preservation of school-house and grounds. Surely it goes for more than we can tell, when where once was the lawless and uncurbed instinct for injuring school property, now the flower-bed is cherished lovingly, and the snowdrop, the crocus, the tulip, the hyacinth, and the rose, each appearing in its own time and place in the floral march, is greeted with welcome eyes and cared for with loving hands. I have already mentioned Long Branch with its stately terraced grounds; I must instance also Keyport, with its flowers and fine grove of well-cared-for trees—Freehold, with grounds enlarged, trees orderly set, and school-building mantled with the daintiest of the woodbines, the Japanese creeper (*Ampelopsis Veitchii*). This hugs the wall more snugly than our home plant; though for the rural school the Virginia creeper is preferable for its larger foliage and deeper colors. Asbury Park leads in flowers which speak the praises of Janitor Vaughan.

Arbor Day.—I am afraid it will need time before we can perceive the moral effect which should come of Arbor Day. And in this respect the most obtuse is the real country boy. The day is well observed; and well nigh every opportunity of room has been embraced to plant a tree. Pride, too, has been observed in the naming of these trees, so we have arboreal monuments to our poets, our statesmen and Presidents. But our rustic juvenile is essentially destructive, and not knowing what he is about, representatively the martyred Presidents get slain again. Can we not enthuse the imagination of this rampant boy? What if one should master the tale, and then go down into the life-story—the biography of a tree? I know one teacher who did it, and under that influence a boy was seen to kiss a flower by the roadside, “Because God made it.”

Kindergartens.—In the year advance has been made in secondary or modified kindergarten work. Especially worthy of mention here are Long Branch, Asbury Park, Red Bank and Freehold. It may be said of the three first-mentioned that a commendable bit of self-assertion has appeared. A public exhibition of the pupils’ work proved profitably impressive on its own community, being really an invitation and a challenge, “come and see what your children are doing.”

Third Grade Licenses.—I feel that the regulation forbidding the issuance of a third grade license oftener than twice should be regarded as an experiment. We have primary teachers whose love for and tact with the little ones cannot come from books, although their special interest causes them to read with avidity whatever on primary work comes within reach. Some of these admirably gifted and devoted workers could hardly rise to the present second grade without indulgence of a fictional kind. Would it not answer to specialize the third grade in behalf of such as are here noted?

Observance of Little Things.—In too many instances there is an obtuseness or utter oversight as respects the little things which are the seedlings of character. I do not mean the purely moral side of the child. The teacher who ignores that is derelict beyond redemption. But I do mean the purposive watchfulness over the little things that make for neatness and accuracy, two qualities that unconsciously pose for righteousness and truthfulness. The punctilious crossing of a *t*, and dotting of an *i*, the care that 4 cannot be mistaken for 7, or 7 for 9. Those verbal niceties which make utterance clean, crispy and honest—these and other such, the veriest little things in teaching, impart the mental poise which gives grace to character. Says the teacher: "Between you and I with regards to your grammar exercise, it don't parse." Will the pupil be less slovenly in speech? It is the little foxes which destroy the coming vines.

Township Districts Recommended.—Matawan, once the classic village where Freneau, the printer, dwelt during the first Presidency, and who, with his journal, was the secret aid of Thomas Jefferson. It was at this place—then called "The Point"—that this "Poet of the American Revolution" collected and printed on his press there his poems, a goodly volume for those remote days. This village, which gave us a Governor and a Minister to France, I regret to say occupies a back seat in public education. It really has three school districts. Long ago I failed in an effort to consolidate them. There is but one district in the township besides these three, and I feel sure that the best interests, educationally, would be served by a union of the four into a township Board of Education. I have made strenuous efforts during the year in this direction.

And similarly for Eatontown township—I have been joined by a few of the leading citizens. The need here, as in Matawan, being a high-class graded school. In this township is District No. 89, a colored school with a Board of Trustees, all being citizens of color. This privilege these people prize greatly, and are jealously sensitive of any interference. But they are emphatically a poor people, and now find themselves not up to their part in their compact with the State. Says the latter virtually: "We of the first part guarantee certain public moneys to run your school, so long as you of the second part provide suitable accommodations." Now the time has come when their school-house is neither comfortable nor large enough. I have for a long time given this matter very earnest consideration. The people are willing to vote anything, even obligations too onerous to be carried. In a word, upon emotion without judgment. The assessor and the collector with the best-thinking men of the place consider the bonding of this district as perilous, for much of the collecting has to be done, even now, under distress. It is the desire of some of the prominent men of this township that a graded school should be established at Eatontown, and to make this possible, that the five districts should be consolidated under one township Board of

Education. This would solve the difficulty, making the graded school a possibility and meeting easily the case of No. 89.

District Libraries.—Except in some instances I am not satisfied with the outcome of our district libraries. Some books get lost and too many fail of being utilized as they deserve to be. As noticed in my previous report, we have some grand exceptions, in which the library at the school-house is the intellectual center for the young. For the sake of example, I wish here to emphasize the library work at Long Branch. Principal Gregory has herein shown fine tact, able economy and wise administration. His selection of books and economy of purchase are well done. But here is recognized the fact that plenty of good books without an appetite for reading will not do much. He expects his teachers to know in a general way the contents of the books, and to aim to get them read, but not to seem to be so aiming. Here fine tact, almost strategy, comes in. The teacher, seemingly without design, finds an opportunity for telling a story, which excites the interest of the pupils. But for want of time, as it seems, she stops provokingly at an interesting stage of the tale, saying that the whole story is in such a library book. The practice puts books in demand and starts an appetite for reading good books. And how needful all this effort, even unto painstaking, where on the other hand there is the appetency, the burning desire, the craze for that moral venom, the five-cent novel.

Professional Zeal.—I think the incident is worthy of mention as denoting a high order of professional zeal. Principal Arrowsmith, with his entire corps of teachers, incurred the expense of attending a first-class summer school of pedagogy. What less may be expected of such a teaching force than superior efficiency in their work?

Scientific Examination of Air in School Buildings.—Last year on request of the State Superintendent, and through the Secretaries of the State Board of Health and the State Sanitary Association, I undertook a series of scientific examinations of the air in poorly ventilated school-houses. This had respect to the unwholesome gases and the micro-organisms which such air contained. The work involved time and expense—both, however, are a gift to the cause. The first report is already printed in the proceedings of the Board mentioned. The results were startling and frightful. It is to be devoutly hoped that in the near future our school-houses will have some efficient ventilation made imperative by law.

Examination for State College.—The fourth of June proved a red-letter day in the calendar of Monmouth, demonstrating, as it did, the excellent work of our public schools. Nine young men were entered in a competitive examination for free scholarships in our State College at New Brunswick. Of these, six went far beyond the standard, and the entire nine were accepted as worthy the prize set before them.

MORRIS COUNTY.

JAMES O. COOPER, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent :

SIR—I have the honor to submit my third annual report of the condition of the public schools of Morris county for the year ending July 31st, 1892, and herewith a supplementary report suggestive of the advancement made during the year.

Indications of Progress.—There is, generally speaking, a progressive spirit manifested in all departments of our school work. Teachers are more enthusiastic and progressive, and realize more sensitively their possibilities and responsibilities. They consider it no hardship, many of them, to devote two or three hours per day in preparation for the following day's work, or for the demands of the future. School officers, with a few exceptions, have been more diligent in providing for the needs of their schools, and the comfort and convenience of their pupils. Property-owners are beginning to look upon a special tax as not being the worst possible thing, as long as they see the money wisely expended in providing more desirable conditions and more competent instructors. Thus the outlook for the future grows brighter.

Visitation of Schools.—Among the most pleasant of my duties is the visitation of schools—the mingling with those upon whom rests the responsibility of moulding the character of our future citizens, and with those upon whom, at no distant day, shall devolve the duties and responsibilities now resting upon us. As during the year previous, I have tried to make these visits profitable to teachers by offering suggestions and advice where needed, and by giving encouragement to the pupils.

Causes for Congratulation.—We find some cause for congratulation in the following data :

The number of teachers employed in the county during the year is 194, a gain of ten over the previous year, although our census report shows fewer children in the county.

The average salary paid per month to female teachers is \$40.63, against \$39.90 last year.

The average number of months the schools have been kept open this year is 9.72, against 9.51 last year.

The total amount expended for all school purposes is \$142,500.72; last year it was \$121,327.17; a gain of about 17 per cent.

Last year we expended \$15,518.20 for building and repairing; this year \$31,981.49, a gain of over 100 per cent.

New Buildings.—In Dover a beautiful new brick school-house, with eight rooms and Principal's office, heated and ventilated by the Smead system and occupying a very pleasing site on the south side of town, has been completed, and occupied since April last. The total cost was \$15,000.

At Netcong, District No. 37, a handsome new building of six rooms is being erected and will be ready for occupancy in September. Its cost will be about \$12,000.

At Centre Grove, District No. 7, after much opposition on the part of the wealthiest property-owners, a pretty \$1,000 building has just been completed, supplanting one of the worst and most dilapidated school-houses imaginable. In this case I had to resort to extreme measures. Nearly two years ago the Trustees were notified by me that their school-house was not in a suitable condition, and consequently a few months afterward a meeting was called to consider the question of voting a special tax to construct a new house, but the proposition was voted down.

A few months afterward another meeting was called, with the same object in view and with the same result.

On a special visit during midwinter last, I found that the teacher and pupils were actually suffering from the exposure to which they were daily subjected, and I condemned the building and ordered all State moneys withheld. Another meeting was called, a tax voted, with the result previously described.

At Port Morris, District No. 33½, a very convenient new building of four rooms was completed during the winter. The grounds have been much improved during the summer and now present a very neat appearance.

More than a year ago Districts Nos. 23 and 24 were consolidated at the request of three-fourths of the legal voters, with the understanding that a new school-house would be immediately erected, the old buildings being unfit for use. Owing to disagreements in the district, building was delayed and on September 1st I was requested to permit the use of the old buildings until December, the Trustees promising to have a new building erected by that time. December came, but nothing had as yet been done. There has been no school in the district since, which causes the average number of months the schools have been kept open in Jefferson township to fall below nine. A pretty new building is now in course of erection, and will probably be completed by the middle of September, the cost is estimated to be \$1,000.

A large number of buildings have been repaired, repainted or re-furnished during the year, among which I would mention those of

Districts Nos. 3, 8, 15, 17, 31, 33, 43, 45, 47, 51, 52 and 102. Among those that are not in a satisfactory condition I would mention Nos. 11, 22, 25, 28, 32, 49, 58, 71, 90, 92 and 101. In some of these districts \$100 would pay for the desired improvements. In others much more would be needed.

County Teachers' Institute.—The institute held in the autumn, the principal instructors of which were Professor Apgar, of the Normal School, and Professor Neff, of Philadelphia, was unusually well attended, and the instruction highly appreciated by the teachers.

The County Association held its meeting in May last, and by means of an unusually interesting programme, very successfully carried out, secured the attendance of a very large representation of teachers and friends of education.

Pedagogical Library.—During the year we raised by subscription about \$150, and with the State appropriation of \$100, we purchased a library of pedagogical books for the use of the teachers in the county. Including recent additions and books donated we have over two hundred volumes. The teachers have felt the need of such a library for a long time and now fully appreciate it, as nearly half of the books have been out continually since the library was opened.

Examination for Teachers' Licenses.—The examinations have been held regularly and in accordance with your instructions. An unusually large number of candidates have failed to receive the required averages, and therefore a scarcity of teachers exists, especially in the ungraded schools. In fact, there are but few teachers willing to accept a position in a district that receives only \$275; and these districts seem to be too poor to raise yearly a special tax. One hundred and seventy-eight candidates were examined during the year, eighty-one of whom received certificates.

Arbor Day.—Arbor Day was very generally observed throughout the schools of the county. A programme was prepared by me and sent to every teacher. Reports were received from all districts, which testify to the interest taken by both teachers and pupils in the proper observance of the day. In most schools the morning was devoted to collecting the trees, shrubs and flowers to be planted, preparing the ground for the planting, &c., and the afternoon to exercises by the pupils, addresses by Trustees and visitors.

Consolidation of Districts.—School Districts Nos. 76, 80, 81 and 82 (adjoining districts) were consolidated in May, and, although something of an experiment, the fact that the movement was a wise one is already assured. The central building in Madison proper will be continued with a corps of five teachers, and a high school department, while the outlying schools, being about a mile distant from the central building, will be continued as primary schools, all under the supervision of the same Principal. Pupils having completed the course in the primary schools may enter the grammar and high

school departments of the central building. Thus, with no more expense, the pupils will have far superior advantages.

Township System.—A similar condition of things we hope soon to see prevail throughout the State by the adoption of the “township system.” While it must be admitted that our present system was an excellent one, considering the circumstances of the time when it was adopted, yet it seems to me that it has outlived its usefulness, and that something better is demanded by existing conditions.

The fact that there are nineteen districts in this county receiving only \$275 each, and that it was with the greatest difficulty that the majority of these schools were kept open nine months, is a condition that demands a remedy at once. The “township system” would remove this evil. More than this, in the \$375 districts, after fuel and incidental bills are paid, there is not sufficient money left to pay adequate salaries to secure the kind of teachers we want. Every competent teacher—and we want none that are not competent—should receive at least \$40 per month, no matter whether she have ten pupils or forty. Under the “township system” this might be realized.

OCEAN COUNTY.

E. M. LONAN, SUPERINTENDENT.

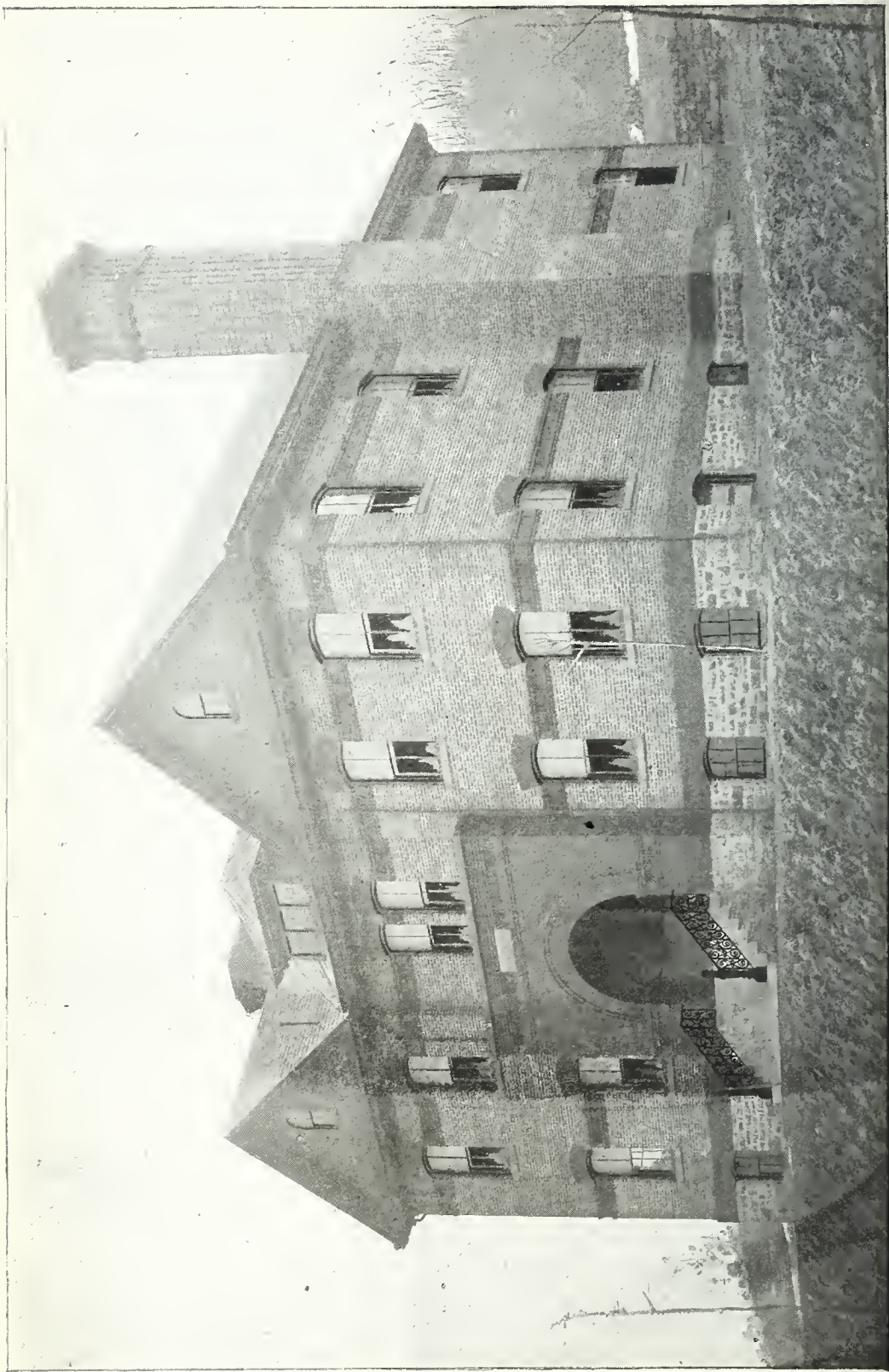
To Hon. A. B. Poland, Ph.D., State Superintendent :

In obedience to law I have the honor of making the following report :

Dilatory School Officers.—My district clerks have exceedingly annoyed me by delaying to send in their financial reports, and at the time of writing this report (October 12th, 1892), fifteen of them have failed to comply with the law in this matter.

Educational Outlook.—In Ocean county educational circles the past year has been marked by results which have been very gratifying to me. The school work has been progressive, while the improvements in school property have been very marked. No serious epidemics and no contagious diseases have visited our schools, and hence the attendance has been very uniform throughout the county, the enrollment being 89 per cent. of the whole census. The average attendance was 55 per cent. of the enrollment. While this is a fair attendance, it





SOUTH SIDE SCHOOL.

Dover, - - - Morris County.

The South Side School is 60 feet wide by 59 feet deep, and contains eight class-rooms, each 20 feet by 28 feet ; also separate rooms for the principal and assistant teachers. The ceilings are eleven feet high. Each class-room has a separate cloak-room, and in the basement is a suitable play-room for use in stormy weather.

It is heated and ventilated by the Smead-Wills system, and has the "dry closets" in the basement.

It is furnished throughout with single desks, and the cost, exclusive of lot, was \$13,500.

It was erected in 1892, and has a seating capacity of 350.

should be better in a county of our situation, with no mills and factories to give employment to the people. I think the time is approaching when the people will fully realize the benefits of the public school, but at present not a few are too oblivious of its blessings, as is shown by the fact that only 33 per cent. of those enrolled are over 12 years of age.

New Building at Lakewood.—The people of Lakewood have erected a handsome three-story brick building, entirely in keeping with that rapidly-growing, aristocratic winter resort. They have placed therein a Smead apparatus for heating and ventilating, and have furnished it throughout with the latest improved furniture and apparatus. The total cost of the building was about \$25,000.

School Flags—Quite a number of our schools have secured poles and flags during the past year.

Excellent Work at Toms River.—During the past two years the Toms River school has been doing very thorough work, and to-day it ranks among the best graded schools in the State. Dr. James D. Dillingham, a graduate of Amherst College, has been Principal since 1890, and has done yeoman service. He has re-organized and regraded the school, built up a library of over one hundred and fifty volumes, and collected a valuable set of chemical and physical apparatus. The whole credit of instituting a graduation at the end of the school year belongs to Principal Dillingham, and the awarding of diplomas has done much to promote the success of the school. In 1890 the first graduating class numbered five, one of whom, Philip S. Bailey, was the first from Ocean county to win a State scholarship for Rutgers College. The Class of '92 consisted of eight, three of whom, Paul Schureman, William Hogg and William Bryan, have matriculated at Rutgers College and have been awarded State scholarships. Our new State Superintendent honored us by his presence at the graduating exercises, and by his scholarly and eloquent remarks did much to awaken and encourage public interest in educational matters. In justice to the Vice Principal, Mr. A. S. Tilton, it is fitting to say that he has rendered very efficient work in connection with Dr. Dillingham. Mr. Tilton holds a first grade county certificate of a very high average and has taught for seven years with signal success in District No. 34. To the Board of Education of Toms River belongs great credit for their unflagging interest in school work. Both Chairman A. C. Martin and District Clerk J. Holmes Birdsall are men of broad and liberal views on educational matters, and have sacrificed personal interests to attend to those of the school.

County Teachers' Examinations.—Examinations have been regularly held and a larger number of applicants than usual have failed to pass. I must admit that the third grade questions submitted to applicants at the recent examination were unusually difficult, and

some of the applicants "growled" a great deal. It will surely work to the good of the teaching profession by weeding out the incompetent. I still retain my efficient Board of Examiners of last year.

Arbor Day.—Arbor Day received more than the usual amount of attention.

Columbus Day.—Ample preparations are being made for the celebration of Columbus Day.

Educational Exhibit at Chicago.—All our teachers are interested in having Ocean county well represented in the State educational exhibit at Chicago, and some of our school buildings will be photographed for it.

School Census.—The school census of last May nearly aggregated last year's census, and was a great improvement over the old plan and a saving of money for the State.

Obligations.—I am under great obligations to County Examiner Peter Tilton and Professor Dillingham for efficient assistance in my county work. Mr. Tilton is a very fine scholar and is thoroughly devoted to his profession. He has been an accurate and exact County Examiner and ranks among the best as a teacher.

PASSAIC COUNTY.

ALEXANDER ELLIOTT, JR., SUPERINTENDENT.

Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—I herewith beg to respectfully submit my annual report of the public schools of Passaic county for the year ending August 31st, 1892.

School Buildings.—Our school buildings are, with few exceptions, in good condition. The attendance during the past year has been unusually large, necessitating in some instances enlargement of school-houses and erection of new ones. I have been compelled to condemn two school-houses because of their condition, and have several more under consideration.

Teachers' Institute.—The joint institute held under the auspices of Bergen and Passaic counties proved a success. The attendance was large and much interest was manifested in the subjects presented. The teachers realize the importance of efficient work and have made extra efforts.

Raising the Standard of Marking.—The examinations have been regularly attended and I have endeavored to raise the standard of marking applicants' work. Though progress in the matter is necessarily slow, I can perceive that the applicants realize more fully the importance of being well prepared for the examinations.

County Pupils' Examinations.—During the coming year I shall inaugurate a system of examinations among the pupils of different districts, and shall appoint an examining board of teachers in each township, who will examine the papers of the pupils and submit the same to me for approval; after which certificates or diplomas will be given to those attaining a certain average as an encouragement for future work.

Arbor Day.—Arbor Day was observed by every school in the county. Trees and shrubs were planted. It is evident that the sentiment in favor of Arbor Day is becoming more appreciated each year.

Indifference of Trustees.—In many instances in the upper part of the county I find a lack of inclination on the part of the Trustees to visit the schools and encourage the teachers. I have sent circular letters urging the necessity of co-operation with teachers in this respect. I find the Trustees of the different townships most willing, however, to co-operate with me towards improving the condition of the schools.

In conclusion let me say that the past year shows considerable progress throughout the whole county in every respect, and I am convinced the standard of teaching has been materially advanced.

SALEM COUNTY.

ROBT. GWYNNE, JR., SUPERINTENDENT.

Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—I send herewith the statistical reports for Salem county. During the past year I have endeavored to administer the school laws to the best of my ability and to give to the schools, the teachers and the Trustees every aid possible. I have faithfully visited them, some of them more times than the regulations require, and have done everything in my power to advance their standard and increase their efficiency.

General Outlook.—Four thousand five hundred and twenty-six children have been enrolled in the schools of the county outside of the city of Salem. Our county is almost altogether agricultural, and the children of farming communities are by force of circumstances very irregular in attendance at school. This deprives us of the opportunity to properly grade these schools and map out a course of study to which each teacher and each school could be held. We have done our best, however, and have succeeded in getting some measure of uniformity, and we are certain that with the efforts we are now making and the evident desire of a majority of our teachers to faithfully second our efforts, we shall at a time not far distant, have a system in force by which we can accomplish far more than has ever before been considered possible.

Teachers' Certificates.—The regulations of the State Board concerning teachers' certificates are working effectively in the line of securing us teachers better qualified for the work. We are progressing along that line, surely. Enforcing these regulations causes some friction, but our teachers are convinced that they were formulated solely for the good of our school system, and they find themselves better fitted to do their work in the schools in trying to live up to these regulations; consequently they are giving them earnest support.

School Buildings and Equipment.—With but two exceptions our school buildings are in good condition, the vast majority meriting the approbation of "very good." Nearly every school-house is now furnished with modern furniture, and the painted walls of the olden-time are giving place to slate, much to the comfort and pleasure of teachers and pupils. Our apparatus and supplies of books of reference are not yet what they should be, but we are gradually getting our schools supplied with them.

Arbor Day.—Arbor Day was duly celebrated, and a report of the number of schools so observing the day, with the number of trees planted, was duly sent to your office.

Teachers' Institute.—Our Teachers' Institute was held in connection with that of the counties of Camden, Gloucester and Atlantic, at Atlantic City, in October last. It was faithfully attended by the teachers, and was entertaining and instructive.

Delinquent School Officers.—I have to report that I have received no reports from the clerks of districts Nos. 3, 4, 14, 19, 20, 57, 62. Of the sixty remaining districts, the reports from the clerks of sixteen were not half filled up, so that I was forced to go to the teachers' register reports for my statistics. The reports from five clerks and three township clerks were not correctly footed up, putting me to much trouble and causing much scratching in my report.

Township Boards of Trustees Recommended.—There is nothing that will relieve a county superintendent so much as a system of township boards of trustees.

SOMERSET COUNTY.

W. T. F. AYERS, SUPERINTENDENT.

To A. B. Poland, Ph.D., State Superintendent :

SIR—I have the honor of submitting another annual report of the schools of Somerset county, that for the year ending August 31st, 1892.

The financial condition of the schools for the year just closed is as follows :

Received from interest of surplus revenue.....	\$2,869 09
Received from State appropriation of \$100,000.....	1,786 80
Amount reserved by the county, 90 per cent. of State tax,	47,366 35
Average apportionment per child in districts numbering	
54 or less.....	7 04
Average apportionment per child in districts numbering	
more than 54.....	6 94
Amount of district school tax voted for teachers' salaries,	5,175 00
Amount of district school tax voted for repairs and im-	
provements.....	2,904 00
Balance in hands of Collectors from all sources.....	10,939 66
Total amount from all sources for school purposes.....	71,040 90

The total value of school property is \$140,800, an increase of \$1,700 over my last report, and indicating creditable improvement in the condition of school buildings in the county.

School Census.—The census of 1890, the basis upon which this report is made up, shows an increase of eighty-eight over that of 1889. Eight districts numbered less than forty-five and received \$275 each. Twenty-five districts received \$375 each.

Attendance.

Number of children in the county between the ages of 5 and	
18, according to the census of 1890.....	7,335
Number enrolled in the school registers.....	5,065
Average number who attended during some part of the year...	2,810

Estimated number of pupils in private schools.....	468
Estimated number of children not attending school.....	1,540
Number of pupils the schools will seat.....	5,067

From the above table there appears to be a decrease of only six in the enrollment and fifty-six in the average attendance. This decrease I attribute to prevailing epidemics.

The average number of months the schools have been kept open is 9.92, a very slight decrease from last year's report.

School Libraries.—The library reports are, as usual, unsatisfactory, either through negligence or want of appreciation. Nos. 7, 11, 13, 50 and 54 have added books to their libraries. Nos. 67 and 35½ received their first appropriation.

Examinations for Teachers' Licenses.—The usual quarterly examinations for teachers' certificates were held, at which 74 applicants presented themselves for examination. Of these 58 received certificates and 16 were rejected. Those receiving certificates were classed as follows :

First grade to males.....	2
First grade to females.....	5
Second grade to males.....	2
Second grade to females.....	14
Third grade to males.....	4
Third grade to females.....	31

Grade of Certificates.—Of the one hundred and eight teachers engaged in the county during the last year the number who hold certificates of the various grades is as follows :

First grade State certificates.....	5
Second grade State certificates.....	5
Third grade State certificates.....	12
First grade county certificates.....	22
Second grade county certificates.....	40
Third grade county certificates.....	24

Professional Improvement.—That the teachers of Somerset county have risen to higher grades is a source of encouragement and satisfaction. The State and county teachers' associations, in connection with teachers' institutes and summer schools, have been the means of arousing a general desire on the part of teachers to rise to a higher rank in their profession.

Institutes.—A joint institute of Hunterdon and Somerset counties was held in Somerville in April last. At this institute much practical matter was thoroughly discussed, to the entire satisfaction of all in attendance.

Teachers' Salaries.—There were employed in Somerset county one hundred and eight teachers, twenty-one of whom were males and eighty-seven females. A large majority of these teachers are earnest, enthusiastic workers and deserve the increased salary paid them. The average monthly salary paid male teachers was \$68, an increase of \$4.68 per month. The average monthly salary paid female teachers was \$41.20, an increase of \$1.79 per month.

School Commencements.—Nos. 28, 38, 31, 35 and 11 held commencement exercises and graduated a large number of pupils. Many of the smaller schools also held profitable closing exercises.

Arbor Day.—Arbor Day was very generally observed. Trees were planted and appropriate exercises conducted in all the schools.

Township Meetings of Trustees and Collectors.—During the first days of September, 1891, I held township meetings of trustees, with collectors present, to look over and compare their accounts, and to attend to other matters of importance relating to the educational interests of the several school districts. These meetings are interesting and profitable, and better results would follow a better attendance of school officers. The law relating to these township meetings of trustees should be amended, imposing a penalty for non-attendance.

Visiting Schools.—School visitation has received its usual share of attention. One hundred and forty visits were made to the different schools and two hundred and eleven to the different class-rooms.

Trustees and teachers have cordially assisted me in my efforts to raise to a higher level the standard of education in Somerset county.

SUSSEX COUNTY.

LUTHER HILL, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—The annual report for the school year closing August 31st, 1892, herewith submitted, presents no marked features when compared with those of former years. There is a gain over the previous year in the valuation of school property; also in the enrollment of pupils and in average attendance. About 35 per cent. of the number enrolled have attended less than four months. This per cent. is not greater than in some other counties, but is perhaps greater than the general average for the State.

Attendance.—Irregularity of attendance—one of the worst evils against which we have to contend—is partly attributable to the long distances pupils are obliged to travel in sparsely-settled portions of the county. In a district as large as the whole of Hudson county, having a school census of twenty-five children, parents and pupils must be intensely interested to warrant a full attendance at school in severe weather. We have fifty-two districts whose school census falls below forty-five, and the effort to afford convenient educational advantages to some of them entails an expense not apparently warranted by the results. One such school reports for the year an enrollment of eight pupils, at an expenditure of \$319.78. Yet further consolidation would practically deprive many sections of the means of public education.

Here is a problem: given, a large territory with a limited number of children, who are to be brought together, and taught, according to the demands of the State, with the same regularity of attendance and at a cost no greater per capita than in the more populous locations. Who can solve it?

New Buildings.—A new school-house is about completed in District No. 31, and Nos. 4 and 69 have made such repairs as to render their houses suitable and comfortable. New houses are required in Nos. 20, 26, 46, 48, 52 and 65, and those of Nos. 12, 25, 27, 28 and 57 should be remodeled or replaced by new structures.

Libraries.—There is but little change in the condition of our school libraries. In some cases the books are literally consumed by book-worms; while in others they are made potent factors in education. It all depends upon the amount of moving force furnished by the teacher. We are making some progress in the way of securing apparatus, but a few places are still conspicuous for the absence of maps, charts, dictionaries, suitable blackboards and the like.

Frequent Change of Teachers.—The average wages that we are able to pay is not encouraging to the best talent, and a number of our teachers annually leave us. In the matter of change of teachers our people have always acted in line with the political demand for "rotation in office;" but the year beginning September 1st, 1892, will be pre-eminent in this particular, since the new list shows sixty-nine changes, twenty-two of whom are beginners. But for the fact that we have not recorded the death of a single teacher for several years past, Sussex county might be called the cradle and the grave of school-masters. In the general exchange for the coming year we shall lose some old friends whom we would be glad to retain, but on the other hand we shall gain, to our great advantage, some who will replace others whose faithfulness, integrity and success as teachers were not apparent.

Arbor Day.—Arbor Day was generally observed by the schools, but being stormy, tree-planting and other out-of-door exercises were interfered with.

Teachers' Institutes.—Meetings of our county association of teachers have been fairly well attended. Our teachers' institute, held at Newton on May 4th, 5th and 6th, was exceptionally successful.

UNION COUNTY.

B. HOLMES, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—In obedience to law, I have the honor to submit the following brief report, supplementary to the tabulated statistics of the several cities and townships of the county herewith transmitted.

School Buildings.—It is gratifying to note the gradual and general improvement in the school buildings and property of the county. In addition to the annual repairs and proper care of the premises in all the districts, some marked improvement has been made the past year.

Districts Nos. 2 and 6 have improved the interior of their buildings by new wainscot and new ceilings. District No. 4 has made substantial additions, enlarging two rooms and increasing the capacity and comfort of the building. District No. 9 has put new furniture in three rooms (single desks in one) and made improvements in the basement, cementing the floor, and put the entire premises in excellent order.

In Districts Nos. 10 and 14, while little new work was done, the property is in the best condition, both districts having lately erected new buildings.

Districts Nos. 18 and 19 have both been supplied with new heating apparatus, which was greatly needed. New furniture in part has been put in No. 20. Districts Nos. 25 and 27 were improved and put in the best order last year, needing little this year except ordinary repairs. No. 29 has new ceiling and wainscot and a new fence, the whole property is in the very best order. As a whole, there is a decided improvement in the condition of the school-houses of the county, as compared with that of last year.

District No. 22 was obliged to hire a small room for the lowest primary class early in the year, and it is to be hoped that some permanent accommodation for the class will be provided before the close of another year.

School Libraries.—A single district in the county is still without a school library. Of the others, additions have been made in ten, making an aggregate of over \$500 expended for this purpose. The total number of volumes in all the school libraries of the county is about 10,000.

Teachers.—The number of regular teachers employed (not including the city schools) is 60; number of special teachers, 3; number of teachers last year, 54; making an increase of 6. The number whose services were retained this year was 37; number who resigned, 5; number not re-engaged, 12; number of new teachers employed, 23; 3 were graduates of colleges, 11 had normal school training and 9 were educated in high schools.

It will be seen that the larger number of the new teachers have had the benefit of a normal school course, and the work in many of the schools has been an improvement over past years. In the larger districts the trustees have sought for teachers who were graduates of normal schools and have had experience, and where these have been employed the success has been excellent.

The essential requisites for the good teacher—aptness, love for the work, a professional training and experience—are not easily found, and often cannot be secured for financial reasons. As a whole, the standard of teaching has advanced and the schools correspondingly benefited.

Manual Training.—A special teacher in form study and drawing, one in sewing and one in domestic economy (cooking) have commenced work in the schools of this county during the year. The matter was well considered beforehand and started in a comparatively inexpensive way; it has proved successful. So well satisfied have all been in this initiatory step in manual training that arrangements have been completed for its continuance the coming year and its introduction into other schools. The principal hindrance just at present is a lack of funds. Another year will, I hope, see this drawback removed.

Examination for Teachers' Licenses.—The regular quarterly examination of teachers has been held in District No. 10, Westfield. The whole number of certificates issued for the year is forty-nine; third grade, twenty-one; second grade, eighteen; first grade, seven; special, three. The examiners are Mr. R. E. Clement, of Cranford, and Mr. R. Howell Tice, of Union.

School Inspection and Examination.—All the schools have been visited and examined, and the buildings and premises inspected, as the law requires, and reports of the same have been forwarded to your office.

Uniform County Pupils' Examinations.—Near the close of the school year a written examination is given to all the pupils in all the schools, who are prepared in the different grades, which exerts a wholesome influence on the general work of the year. The whole number examined in June was: Primary grade, one hundred and eighty;

grammar grade, ninety-eight; high school grade, twenty-eight. Number of certificates (primary and grammar) issued, two hundred and sixty-four; diplomas awarded, twenty-eight.

County Teachers' Association.—The association of the teachers of the county, a voluntary organization for mutual benefit, has held its regular quarterly meetings during the year. The association was formed in 1874. The officers are elected annually and its affairs are managed by an Executive Committee. Its objects are professional improvement and the promotion of social intercourse.

Teachers' Institute.—The annual teachers' institute was held on the 20th and 21st of November, at Elizabeth. The attendance was good, the topics were of interest and ably presented by practical instructors. The plan of holding these meetings early in the school year is wise, as it gives the teacher opportunity to put in immediate practice the new methods presented.

Arbor Day.—As heretofore, Arbor Day has been generally observed in some form in all the districts. In obedience to instructions from the Department of Public Instruction, circulars were issued to the principals and teachers, and reports of the exercises were received from them.

School Census.—The number of children of school age, as shown by the report of the Superintendent of School Census for 1892, has increased three hundred and forty-three, a gain of nearly two per cent. over that of last year.

General Survey.—The year closes with a larger enrollment and a larger average attendance of pupils, and a larger number of teachers than ever before. Some new features have been successfully adopted and the general results accomplished are quite satisfactory. My thanks are justly due and sincerely tendered to the several boards of trustees for the interest they have manifested, and for the careful and conscientious discharge of their duties.

WARREN COUNTY.

ROBERT S. PRICE, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent :

SIR—In compliance with the law, in addition to my eleventh annual statistical report, I submit the following written statement of the condition and work of the public schools of Warren county for the year commencing September 1st, 1891, and ending August 31st, 1892.

Financial Statement.

Amount of money received from the State, including the amount raised by district tax.....	\$113,665 00
Amount expended for teachers' salaries.....	61,920 20
Amount expended for building and repairing.....	23,799 24
Amount expended for fuel.....	3,232 99
Amount expended for incidentals.....	19,551 64
<hr/>	
Total amount expended.....	\$108,504 06
Value of school property in the county.....	\$274,300 00
Number of children the school-houses will seat.....	8,869
Number of children between 5 and 18 years of age who attended school during the year.....	7,663
Number of teachers employed.....	160
Number of males.....	43
Number of females.....	117
Average monthly salary paid men.....	\$50 59
Average monthly salary paid women.....	33 42
Average number of months the schools were kept open.....	9.67
Total number of school districts in the county.....	89
Number of districts receiving \$375.....	40
Number receiving more than \$375.....	30
Number receiving only \$275.....	19
Amount of money apportioned per child to districts receiving more than \$375.....	\$5 21

New Buildings and Improvements.—The work of improving the condition of the school property has been noticeable throughout the county, and in some districts very decided improvements have been made. At Hainesburg, in District No. 86, the school-house, together with all the contents, was totally destroyed by fire. The building was not in first-class condition, but was quite a loss to the district. It was thought at first that they would be compelled to close the school for the remainder of the year, or until a new building could be erected, and that would have been the result had there not been an enterprising board of trustees in charge. The trustees promptly rented, fitted up and furnished an unoccupied store-house, and in less than one week from the date of the fire, the school was again opened with a full attendance. A district meeting was soon called, and without any unnecessary delay a new lot was purchased, and the money appropriated for a new and handsome building. When the new building was completed and furnished, it was dedicated with appropriate exercises, in which the people of the district all took an active part. In District No. 4, Springtown, the school-house was rebuilt and refurnished, and can now be classed in our reports as very good. In District No. 10, the school-house was too small to accommodate the school comfortably. The trustees called a district meeting and an amount was appropriated sufficient to enlarge the building, almost doubling its seating capacity. The building now has two apartments, and their school is in excellent condition. Many other districts have repaired and refurnished their school buildings, and we have now very few buildings that are not in good condition, and a large majority of them are very good, being well furnished and a credit to the county.

Arbor Day.—As has been our custom ever since the day was appointed, Arbor Day was observed in an appropriate manner by the schools of the county. The advantages derived from the continued observance of this day are noticeable in nearly every school district, and the trees planted by the pupils add greatly to the beauty and comfort of the school grounds.

School Flags.—The spirit of patriotism has been aroused in our county, and over very many of our school-houses handsome flags are daily floating. Many of these flags have been donated by generous and patriotic friends of the schools. The hoisting of the stars and stripes over a school-house is usually an occasion on which the citizens turn out in large numbers and take part. An address is generally delivered, and singing and appropriate exercises engaged in by the school.

Teachers' Examinations.—The teachers' examinations were held during the year as the law directs.

Total number of applicants examined.....	186
Number of first grade certificates granted to males.....	4

Number granted to females.....	13
Number of second grade certificates granted to males.....	6
Number granted to females.....	17
Number of third grade certificates granted to males.....	15
Number granted to females.....	44
Total number granted.....	99
Total number of applicants rejected.....	87

Professional Improvement.—Our teachers are becoming more proficient in their work and are giving close attention to the study of the theory of teaching and the science of education, many of them having purchased a number of the leading pedagogical works.

County Institute.—Our county institute was held in the court-house at Belvidere, April 13th, 14th and 15th. The attendance was very large, all the teachers of the county being present except three or four, who were excused on account of sickness. The following well-known educators comprised our corps of instructors: The State Superintendent, Dr. J. M. Green, Prof. A. C. Apgar, Miss Virginia Fogle and Miss Lillian A. Williams. The thoughtful attention given by the teachers and the thoroughly practical manner in which the subjects were presented by the instructors assured us of good results. We were favored with two entertaining and instructive evening lectures of a high order; one by Dr. E. H. Cook, of Flushing, N. Y., the other by Dr. E. D. Warfield, President of Lafayette College. The lectures were accompanied with recitations, vocal and instrumental music. The court-house was crowded with an intelligent and appreciative audience. The citizens of Belvidere entertained the teachers with generous hospitality. The institute was decidedly a success and promoted the cause of popular education in the county.

Co-operation.—I have had the hearty co-operation of the teachers and school officers during the year, and hope that by our united efforts we have made some progress.

REPORTS OF CITY SUPERINTENDENTS.

ATLANTIC CITY.

C. J. ADAMS, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—I hereby present my second annual report of the public schools of Atlantic City, N. J., for the year ending August 31st, 1892.

Additional School Facilities.—During the past year we have made further progress in the matter of school accommodation, by the addition of twelve new school-rooms, at a cost of twenty thousand dollars, and it is a noticeable fact that all of the added rooms have been profitably occupied. Our High School is now in a crowded condition and the time is not far distant when the wants of this department of our schools will demand a separate building. How to obtain this much-needed building is a problem that must soon be solved in this rapidly-growing city. A good year's work, however, has been done and evident progress made in the ways of doing better work, the results of which may be looked for another year.

A continuance of the same liberal treatment for a few years by our city authorities, as has been shown us in the recent past, will give us ample accommodation and increased teaching facilities, when we shall have no excuse for not doing the best possible work.

General Progress.—Under the able guidance of Prof. William A. Deremer, Supervising Principal of our schools, and his corps of able assistants, the work of the past year has been of the most satisfactory character. A revised course of study, a system of reports to parents for poor lessons, bad conduct, absence and tardiness, an establishment of regular office hours, when without publicity any parent or pupil might talk with him on matters pertaining to the schools—all these have made it possible for him to become acquainted with every pupil, to keep his hand upon the pulse of the school, to ascertain its every want and perhaps suggest the proper remedy.

Although we are far from having attained our ideal in school

work, yet we believe that we are not only moving, but moving in the right direction. While we are certain that an enriched curriculum, good and sufficient buildings, modern apparatus, wisely-planned textbooks, &c., are all very great and desirable means for promoting and improving our schools, yet they are only secondary means, since any one of them never did and never will accomplish ideal school work; and on the other hand, excellent results have been attained without either of them. We do not expect our schools to rise above the plane of the teachers who are therein employed, hence special attention is being given to the training of our teachers, and in order to make the work as light as possible in this direction, we have endeavored to secure the services of the best our means will provide.

The Truant Problem.—The truant problem has been taken up more seriously this year than ever before, with results that are only partially satisfactory. The steps taken in this most difficult matter have been: first, to have the charge of truancy or non-attendance made by the teacher; second, to have the charge investigated by the police of our city; third, where the report of the officers shows that the non-attendance is found to be without a just or reasonable cause, to have the parent and pupil warned. This has generally proven successful, but where the warning has not been heeded no legal punishment has been attempted, since there is a difference of opinion in regard to the result of such an attempt.

Discipline.—The discipline of our schools improves with each succeeding year. The acknowledged foundation of discipline is authority; but in school authority, unless reinforced by a knowledge of children, careful observation, sound judgment, patience and deep sympathy, is but the shadow of power.

Manual Training.—Manual training work is being developed as rapidly as the attainments of the pupils and the training of the teachers, as well as our financial abilities will allow. Drawing and sewing have been taught and considering the short time since they were introduced, good results have been achieved. A plant is in course of construction in the Pennsylvania Avenue school building for shop work, and we hope ere the conclusion of the present school year, to have this department of school work in full operation.

Conclusion.—In concluding this report, I desire to express my obligation to the Board of Education for the uniform kindness and consideration accorded to me; and to the principals and teachers for their faithful devotion to the good of their schools; to the parents for their co-operation and assistance; and to the press for the interest manifested in the welfare of our city schools and the advancement of education.

BAYONNE.

CHARLES M. DAVIS, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent:

SIR—In obedience to law I have the honor of presenting this report concerning the public schools of Bayonne.

Bayonne City occupies the peninsula south of Jersey City, in Hudson county, being nearly four miles long and varying, from half a mile along its greatest extent to a mile and a half where it bends towards the east at Kill von Kull, and forms "Constable Hook," celebrated for its extensive oil refineries and copper-works. The population of more than 20,000 persons is varied in character. At "The Point" and throughout the main part of the city are residences of prosperous families and of men whose business is in New York City; while at "The Hook" and its neighborhood are found some thousands who earn their livelihood in the oil and copper-works.

Foreign-Born Pupils.—The greater part of these are from European countries—Germany, Italy, Hungary, Poland, Ireland—the children of many of them hardly knowing a word of English when they enter school. This diversity of population affects the character of the schools in the different parts of the city.

School Property.—The school property consists of six substantial brick buildings, generally with ample grounds, supplied with good furniture and having convenient arrangements. They are valued at \$160,000. Six principals—five male, one female—have charge of them, being assisted by fifty-six female teachers. Of these assistants twenty have received more or less of a normal training; the remainder are chiefly graduates of the public schools.

Student Teachers.—Early in the year the Board of Education established a class of "student teachers," who were assigned by the superintendent to the various schools for practice and instruction in teaching. They pursued a course of professional study under his direction and recited to him every week. They also served as substitutes during the temporary absence of regular teachers. The wisdom of this step has been fully justified by its marked success.

Academic Department.—There is as yet no high school, but an

academic department of thirty-five pupils under the charge of two teachers gives a course of instruction for two years, and promises substantial growth and extension.

Course of Study.—The subjects taught in the grammar schools are spelling, reading, writing, arithmetic, geography, language, book-keeping and history of the United States. In the academic department instruction is given in algebra, geometry, rhetoric, English literature, general history, botany, physiology, physics, chemistry, geology, astronomy and drawing. Kindergarten work, more or less adapted to the public school system, is carried on in every school. As no children are admitted under five years of age, exclusive kindergarten methods are not allowed to retard progress in reading, spelling, writing and number work, but are made auxiliary to these subjects. Singing is practiced daily in every school, while in two of them thorough instruction is given in vocal music as a science.

School Enrollment.—The number of children in the city between the ages of five and eighteen years was 5,142. Of these, 2,639 were enrolled in the registers, the average daily attendance being 1,834. Although more than a thousand children attend the parochial schools, still the public school buildings are crowded, making the erection of new ones a pressing need.

Teachers.—Buildings, grounds, furniture, apparatus and all other educational aids are only means—helps—not the end itself, which is the training, instructing and developing of the children. The soul of the work is the teacher, on whom depends the success of the undertaking. It gives me great pleasure to be able to commend in general the labors of the principals and their assistants. There are many who deserve particular praise for their earnest, faithful and efficient services. And not only so, but there is a prevalent desire among them to improve in the knowledge of their profession, leading them to pursue appropriate studies and to take advantage of the opportunities offered by the Saturday class for teachers, in New York City. The practical results of this spirit and these efforts are seen in the steady improvement of the schools.

CAMDEN.

MARTIN V. BERGEN, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

In conformity with your request I transmit a statement of the condition of the schools located in this city for the scholastic year ending August 31st, 1892. This report will show you the complete status of our schools.

A large increase in the number of children necessitated a greater outlay on the part of our Commissioners of Instruction for the erection of required buildings.

New Buildings.—We have in all twenty school buildings, capable of seating ninety-five hundred children. Two buildings have been erected during the year—one, the C. A. Bergen School, being erected in the Fourth District to relieve the crowded condition of the schools of that district, especially the lower primary grades. This building is a fine structure of twelve rooms, and is an ornament to the city. It is well lighted and has an excellent system of ventilation. The other building erected took the place of an ill-adapted one, the poorest that we had in the city; poorly lighted, badly ventilated and dangerous to the safety of pupils in case of fire—a regular tinder-box. The new building, the Charles Sumner, as it is called, is of brick, contains eight rooms, and, like the Bergen, is well lighted and ventilated. Camden can now boast of being abreast of her sister cities, though her school facilities are still inadequate to her large and increasing population. In the near future, by wise and judicious management on the part of her School Commissioners, Camden will be able to provide for this increasing demand upon her resources. We have only twenty buildings, and all of which can be classed as *very good*, an exhibit, it is believed, that no other city in the State can show.

Supervising Principals.—The schools are supervised by six male teachers, who are designated by our rules as Supervising Principals, each having from two to five schools under his supervision. The First District is in charge of Mr. Geoffrey Buckwalter; the Second, Mr. Geo. E. Fry; the Third, Mr. Horatio Draper; the Fourth, Mr. S. E. Manness; the Fifth, Mr. C. K. Middleton, and the Sixth, Mr.

W. F. Powell. These gentlemen also constitute the faculty of the Camden Manual Training and Normal School; they also act as the board of examiners in conjunction with the city superintendent. I am pleased to say of these principals that through their united efforts they have brought the schools of this city to their present prosperous condition. Several of them have been in the employ of the board for a great many years, during which time they have given complete satisfaction, not only to our school boards of the past, but to the School Commissioners of the present. At all times they have cheerfully rendered to me assistance whenever requested. Unfortunately, however, they are not paid as much for their services as is paid those who perform work of the same character in other cities of the State.

Teachers.—This city has in its employ also one hundred and eighty-nine female teachers, some of whom have been instructors in our schools for twenty years. It can thus be seen that this city is conservative in regard to a change of teachers.

Arbor Day.—This day was generally observed by the schools of the several districts in the planting of trees, and general exercises pertaining to arboriculture. There is a general complaint among our teachers at the short notice given to make preparation.

Census.—Owing to the law enacted by the last Legislature, wherein the provision of taking the census is lodged in the hands of the State authorities, and the returns filed at Trenton, I am unable to state the number of children in this city. I am aware, however, that grievous errors have been made in that recently taken, to the serious detriment of this city, which this office is powerless to remedy.

Manual Training School.—Two years ago Camden engrafted into her school system a Manual Training and Normal School, for the purpose of training the hands of her youth for that vast theater of life they were to enter. I am glad to state that this school has been a success through the able management of Professor H. Draper, John Brown and the corps of supervising principals who have ably assisted them. These latter gentlemen volunteered their services without pay until the school was established on a firm basis. We think we have one of the most complete plants in the State. It is certain that our pupils are making rapid progress in their knowledge of and use of tools, while at the same time their mental acquirements have not been neglected. A complete report of the work accomplished, cost of same, amount received from State appropriation, &c., has been furnished through the principal of the school.

High School Greatly Needed.—To make Camden's system of schools complete, we need a High School, which we hope to have before the time arrives to send you my next report.

School Moneys, How Levied.—Unfortunately certain items requested of me by the County Superintendent, to complete his statistical report, could not be furnished. The school appropriation is levied differently from that of any other city in the State. Here the School Board asks

for the sum needed in bulk, it also fixes the assessment on ratables, which is included in the tax levy at so many mills on the dollar; this sum is collected by the proper city officers and paid to the School Treasurer; as this sum fluctuates according to the assessable valuation it cannot readily be determined. A full statistical report as required under Form 15, has already been forwarded.

Library.—The schools of the city have one general library, from which the pupils receive a certain number of books monthly. Additions have constantly been made to it, until it now numbers about 7,000 volumes. This library has resulted in great good to the pupils of our schools; the books are eagerly read by them, and it has very nearly eliminated the reading of the pernicious literature of the day, whose poisonous and baneful effects can be seen in many ruined and shattered homes.

EGG HARBOR CITY.

THEO. H. BOYSEN, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—I herewith present my report of the public schools of this city for the school year beginning September 1st, 1891, and ending August 31st, 1892.

Number of months school has been kept open.....	.75
Number of pupils between 5 and 18 years enrolled during the year.....	365
Number who have attended 8 months, but less than 10.....	261
Number who have attended 6 months, but less than 8.....	34
Number who have attended 4 months, but less than 6.....	17
Number who have attended less than 4 months.....	53
Average number who have attended school during the time it has been kept open.....	237
Number of children attending private schools.....	.....
Number of children who have attended no school.....	78
Number of children the school-rooms will seat comfortably...	340
Number of volumes in the school library.....	180
Valuation of school library.....	\$220

Good work has been done by the teachers during the past year. One class has finished a two-years' course and passed a creditable examination in the advanced course of the county.

Kindergarten.—The kindergarten connected with our schools, which has now been in operation for nearly three years, has proven a complete success. Children under 5 years are not admitted. We find that a year passed in a good kindergarten by children of from 5 to 6 years of age makes them better prepared for the regular school training which follows. Their powers of observation are developed and strengthened; their moral natures are imperceptibly moulded; forms of beauty, colors, numbers are gradually impressed upon their youthful minds; their memory is strengthened, their voices are trained and order, precision and cleanliness are the natural sequels.

German Pupils.—Our population being largely composed of Germans, many of the children are unable to speak, or even understand, the English language when they first enter the kindergarten. A few weeks or months, however, make a great change. They learn to use both languages with fluency (our teachers are thoroughly conversant with both languages), and are able to answer all questions asked them, either in English or German. This is even the case with a number of American children, who have learned to speak German very acceptably after a year spent in our kindergarten. The greatest development of the language faculty takes place in infancy and early youth, hence it is the proper time for teaching languages.

German Language Taught.—We employ a teacher of German, who spends one hour in each department every day, and as a result our graduates are not only thoroughly competent in all the common-school branches, including the English language, but are also able to write and read German with equal facility, which in our day is certainly a valuable accomplishment.

Drawing.—We have been paying especial attention to drawing for several years, and use the method of Professor Augsburg, which we consider one of the best yet devised for common schools.

Music.—Vocal music has also come to be more highly regarded than in former years, and the scholars in our grammar and intermediate departments are taught to read notes and sing part songs.

Overcrowding.—Our primary department has been much overcrowded for some time and we contemplate dividing it into two separate rooms this fall.

The kindergarten has been housed in a rented room since its establishment, and the new division will also of necessity be thus provided for, a special district meeting having refused to vote in favor of building an additional school-house.

ELIZABETH.

J. AUGUSTUS DIX, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—I herewith beg to submit the annual school report of the city of Elizabeth for the year ending August 31st, 1892.

School Buildings—In my annual report last year I stated that steps had been taken to secure land on Grier avenue for a new primary school, but as the land had been sold under the “Martin Act” considerable time would be required to make title. This has now been accomplished, and it is probable that the school building will soon be begun. A plot one hundred and fifty by one hundred feet on the corner of Fulton and Sixth streets has also been secured for \$3,050, and here, too, a new primary school is soon to be built. The additional accommodations thus to be provided are sorely needed, but other schools must soon follow if we are to care for our rapidly-increasing school population.

Our oldest school building—No. 1—should be pulled down and rebuilt, as a number of rooms are unfit for use, a fact to which I called attention at least two years ago. Complaints have been made by parents and the board has sought to partially remedy the evils complained of by enlarging certain windows. In my opinion, however, the only adequate remedy is the one above suggested—a new building; but it is hard to see how we can at present spare the old building long enough for this. Last year twelve hundred and fifty-two children were enrolled in No. 1 and we have no other place to put them. Sooner or later, however, the old building must go. Last year the pupils attending this school lost much time on account of defects in the heating apparatus, but extensive alterations have just been completed and it is hoped that there will be no more trouble of this kind. Much time was also lost in this and other schools occasioned by an epidemic of measles.

A small school building on Catharine street which was abandoned years ago has been sold and the proceeds applied on the purchase of the new sites above mentioned.

High School.—The commencement exercises of the Battin High School were held June 27th in the Temple Opera House, and the

number of graduates was twenty-six—eight boys and eighteen girls. Three young ladies were graduated from the Normal Training Class and one hundred and two pupils from the four grammar schools. In November, 1891, a special teacher, Mrs. Frazer, was employed to instruct the pupils of the High School in elocution, and the commencement exercises testified to the success of her efforts.

Libraries.—Each of our schools now has a library, excepting the temporary school in Grier avenue. The number of volumes in the seven libraries is 3,595, with a circulation during the year amounting to 11,469. The books purchased last year numbered 417.

Protection Against Fire.—In accordance with a recent resolution of the Board of Education fire buckets have been placed in each school, in places convenient for use, and the janitors are required to see that they are kept filled with water during school hours.

New Course of Study.—In November, 1891, the course of instruction was amended, changing the primary course from six to four years. The new arrangement took effect in September, 1892.

Evening School.—An evening school was opened October 19th, 1891, in School No. 3, but the attendance was not very encouraging. It is claimed that extra work at the factories prevented many from coming. It has been suggested that when there is but one term during the year it is better that it should be after the holidays, as there is then likely to be less interruption. The number present five evenings or more was one hundred and sixty-three, but the average attendance was only seventy-eight. The school was kept open forty evenings and the number of teachers was five. The age of the oldest pupil was 41, of the youngest 12, and thirty-six were over 21 years of age. It is noticeable that one hundred and twenty-seven pupils, or nearly 78 per cent. of the total enrollment, were young enough to permit their attendance at the day schools.

Other matters of interest will be found in the following selections from reports made to me by the principals and by Miss Royce.

BATTIN HIGH SCHOOL—MISS L. H. SAYRE, PRINCIPAL.

* * * “As facilities increase, each department is more efficient. This year, as during previous years, some additions have been made to the apparatus, the value of which is now about \$150. Although this is not by any means extensive, yet with the maps and charts it has been helpful to the teachers in illustrating principles and arousing the interest of the pupils. The chemistry, especially, has been conducted as an ‘experimental science,’ the interest of the pupils being shown, not only by what has been done in the school-room, but by experiments at home, especially by the boys. By the courtesy of Mr. Fred’k A. Price, the Seniors last year and this year were given an opportunity

of visiting the gasworks, where the various steps in the manufacture of illuminating gas were explained by Superintendent Engel.

“Besides completing the usual course in geology, the physical and geological features of our own State have been studied. Professor Cook’s excellent maps and the three volumes accompanying them, have been the basis of this study. Additions have been made to the specimens already contributed to this department, by the reception of a box from one of our former pupils, Mr. Oscar Williams, containing some valuable ores and fossils.

“The fundamental principles of physics have been illustrated as far as possible with our limited supply of apparatus.

“Plant life has been studied from its earliest development; seeds have been planted by the pupils and observations made at different periods of growth; flowers have been gathered, pressed and properly mounted; fruits have been brought into the class-room and examined, and specimens of the different kinds of wood are now being collected.

“In the department of literature the enthusiasm of the pupils is also thoroughly aroused. The Junior class has begun literary work by critical study of complete pieces of noted American authors; supplementing this by reading from standard writers, has proved extremely useful in giving practical illustration of rhetorical rules, in improving the taste and in cultivating a love for the best reading. Pupils have been urged, both in literary and in historical work, to search in all authorities available either in our own and the Public Library, or at their homes, for facts and descriptions beyond those contained in the text-book in use. They have been required to present written exercises as the result of these investigations, giving the names of the works consulted and the authors. This has familiarized the students with consulting books and using them to the best advantage. In addition to rhetorical exercises, essays have been regularly written. Some very good work has been done, as was shown on Arbor Day, by two very excellent productions from members of this class. In the senior class in addition to the history of English literature, with examples of each author’s style in the daily work, one period each week has been devoted to special study of masterpieces of literature. Two of Shakespeare’s plays, *Julius Cæsar* and *The Merchant of Venice*, besides other noted works, have been thoroughly studied. The essay work has been systematically carried on, one division each week preparing essays and reading them before the class. This has created interest in the subject and has helped to give confidence to the timid. It is intended in the next school year to include in the works of literature read and studied, those required for admission to the colleges in our immediate vicinity, which will be of advantage to those who go from us to some higher institution. * * *

“The instruction given by Mrs. Frazer in vocal culture has been very satisfactory. The lessons consist of general exercises for the whole school, with special attention to the senior class. These lessons

are given on Mondays and Thursdays, from 9:10 to 10 o'clock. On Thursdays, before the general exercises begin, there are usually three or more recitations, that the pupils may gain confidence in speaking before others.

"We have reason to believe that our course of instruction is constantly improving and that our work had been successful, not only in meeting the needs of those who may leave school after finishing our course, but in helping those who wish to enter some higher institution; but we should be glad if our course could be extended to more fully meet these wants, particularly if some instruction could be given in Latin. The wish has been expressed both by parents and by pupils that this subject might be introduced.

"Three of the boys from the graduating class have already passed their examination for college, one for Columbia and two for Rutgers. Those entering Rutgers are without conditions, the most satisfactory reports coming to us of their work. If any conditions exist for Columbia it will be in the direction of work not taken up by us.

"Several of the girls expect to enter the Normal Training Class, and some are considering a course in college."

SCHOOL NO. 1—MR. B. HOLMES, PRINCIPAL.

* * * "The school opened with an enrollment the first week of 1,044, being nearly sixty in excess of the previous year, and a full corps of teachers, with an outlook for an ordinarily successful year's work. I regret that some things unforeseen have arisen which have unfavorably affected the progress and thoroughness of our studies. During every school month of the year there have been contagious or infectious diseases of some kind among the pupils of the district, making it necessary that all the children of families so affected should remain from school for a considerable period, which, in the aggregate, has seriously diminished the attendance and hindered the advancement. Not a class has been free from this drawback. Another source of perplexity has been the lack of sufficient heat in several rooms, rendering it imperative that the rooms should be closed and the classes dismissed for the day. The loss of time was considerable, amounting in one case to over two weeks. Besides the actual loss of time, such a state of affairs is demoralizing to any school. Notwithstanding these unusual hindrances, the enrollment and attendance of pupils have been greater than last year, the latter by over fifty. * * *

"Among new features introduced by some of the teachers may be named the reading of a complete work or poem of a standard author as a study in its language, allusions and thought. While introduced under the head of reading it is not to be classed simply as supplementary, but is of a more advanced nature, being really one of the

first and an important step in the subject of literature as a study. The books taken up in this manner were Scott's 'Lady of the Lake' and Irving and Fiske's 'Washington and His Country.'

"In the subject of history, after a study and completion of the regular text-book, a more extended course of reading was systematically carried out in the whole class and under the direction of the teacher. This was in addition to the usual individual work performed by the pupils. The results in awakening more than usual interest in the subject, broadening the views of the student and fostering a love for his country, cannot but be beneficial and lasting." * * *

SCHOOL NO. 2—MR. N. W. PEASE, PRINCIPAL.

* * * "In what I may say for your consideration, allow me to confine myself chiefly to what has been attempted in the primary department. Each successive year's experience impresses me more forcibly with the fact that this is the most important part of my school, and that in it my greatest care should be exercised, my most diligent efforts made. * * *

"Language is fundamental. For this reason words and their meaning and use in sentences have been taught carefully, thoroughly, practically, even in rooms where the youngest children are placed. This has been insisted upon. Make haste slowly on this line of school work is the order. To go over a number of pages in a reader carelessly, stumblingly, mechanically each day, without thought and the careful study of the meaning of the words read, is worse than a waste of time. Under such a regime, pupils never fail to acquire all sorts of tones and form such habits as are exceedingly difficult to correct. In reading there must be thought and understanding of what is read, else there will be little or no expression. It is not sufficient to pronounce words correctly at sight; there must be far more than that in order to secure good results. Again, the reproduction of what has been read, either orally or by the use of the pencil, is absolutely essential in order that pupils should become good readers, and acquire the habit of using language correctly and intelligently.

* * * "In teaching number, and in all arithmetical work in this grade, the same thorough, practical line has been pursued.

"As has already been indicated, one cannot fail to see that language has been taught synthetically. Pupils have been trained to express their ideas with ease, fluency and correctness; to reproduce what has been narrated to them, or tell in their own way stories, anecdotes or facts and incidents found in the daily papers, both orally and with pencil. The aim has been to train them to habits of observation and guide them in telling what they have seen, read or observed, with freedom and confidence.

In geography * * * in the lower classes, teachers develop

the ideas of direction, distance and location of objects in the school-rooms, school building and upon the playgrounds, sketches, outlines and maps being prepared by the pupils. Next follows a careful study of the geography of the city, then that of the county, then of the State. After this a study of the grand divisions of the earth is taken up. As far as is practicable, pupils prepare outlines and maps of what they have learned.

"The study of drawing, as taught in our schools, has aided us much in this.

"A primary history of the United States has been used as a supplementary reading-book in the highest class of this grade, so that those pupils who do not go on to the Grammar Department may not leave school without some knowledge of the history of their own country.

"Kindergarten has been employed in the lowest class with much profit. Clay-modeling has also been introduced in the three lower rooms and lessons given twice each week, to the evident delight of the children.

"It would not be expedient to speak at length of the many devices employed to instruct pupils and to broaden their range of thought and knowledge; suffice it to say, lessons on the human body, on animals, on plants, on woods, on minerals and the like are employed.

"In fact, the ingenuity and painstaking care of the teachers cannot be too highly commended.

"The Grammar department has also made very satisfactory progress.

"The Grier Avenue annex, in charge of Miss Whitney, aided by three assistants, has fully met my expectations. The accommodations, however, and the facilities for instruction are not what could be desired."

SCHOOL NO. 3—MR. W. D. HEYER, PRINCIPAL.

* * * "The crowded condition of the primary department has made our work somewhat harder, and also more unpleasant for the little ones. Over three hundred children have been able to attend only half-day sessions, and many others have been refused admission on account of insufficient accommodations. * * *

"In the department of drawing the changes incident to the inauguration of a different system of instruction have of course somewhat delayed matters, but the progress made so far gives gratifying promise of what we may expect during the ensuing year. * * *

"I would like to make a suggestion regarding the division of school time. It appears to me that the noon intermission of one hour and a half is entirely too long. When this rule was first established there were but two schools in the city, and many of the children had great distances to traverse, so that it was necessary to give a long intermission. Now, however, there are so many schools that no

pupil is farther distant than a ten-minute walk from his school, and the reason for a long noon-time no longer exists. One hour would be more than sufficient. There is no advantage to be gained by the additional half-hour." * * *

SCHOOL NO. 5—MISS L. E. BRAUN, PRINCIPAL.

* * * "In reading there was much supplementary work done, and as a rule the pupils read much more fluently, besides having acquired more taste for reading for themselves. A child's U. S. History, several natural history readers, geographical readers and children's classics were taken up in this work. * * * In writing the progress has been good, children in all grades being able to write legibly and correctly at dictation. * * * In geography the advance has been steady. The use of geographical readers continues very satisfactory. Map-drawing received more attention than usual. Pupils in the first grade have an intelligent idea of the geography of the world as given in an elementary text-book. * * * The kindergarten work has been successfully continued much the same as last year. Mat-weaving was newly taken up."

SCHOOL NO. 6—MISS M. E. PARROT, PRINCIPAL.

* * * "While careful attention has been paid to the year's course, a specialty has been made of expression of thought, and the improvement has been marked. The average attendance during the year was considerably lowered by sickness. An epidemic of measles in November, followed by other diseases, kept the ranks much broken."

DRAWING, ETC.—MISS ORA ROYCE, SUPERVISOR.

* * * "Before beginning to teach a subject it is wise to ascertain how much of the subject is known by those who are to be taught; and on being appointed supervisor of form study and drawing in your city September, 1891, I found, on investigation, that however thoroughly the subject had been taught, the memory of the pupils, as in other schools and in other branches of study, was faulty.

"It was necessary to do a good deal of reviewing and teaching to fasten in the mind of the pupil the first and underlying principles.

"Clay-modeling and form study were introduced in the lowest grades, the pupils modeling type forms, familiar objects resembling type forms, leaves and fruit.

"Drawing under the three heads—construction, representation, decoration—was carried on in the grammar grades.

“In the High School we observed the same order as in the grammar grades, but in a much more advanced stage; drawing groups of solids, objects and simple casts, in outline and in light and shade, and to some extent using water color and charcoal as a medium. We also took up the history of art and historic ornament, the pupils taking notes on talks given and writing abstracts therefrom.

“I arranged classes for the teachers in five sections, each section meeting me for an hour after school each month. In these meetings it was my aim to teach fundamental principles, to awaken the teachers to the many benefits derived from the study, to create an enthusiasm in the work, besides going over in detail the prescribed work for the time which would intervene before another meeting. During the month I visited each school and each teacher as often as time permitted, taking up the work, aiding the teacher, offering suggestions, as I found it necessary and practicable. Specimens were sent me from each teacher’s class at the end of each month.

“When the time shall have come that form study and drawing are considered necessary and indispensable elements of a child’s education, when it shall be seen how they quicken his perception, stimulate his power of observation, strengthen his power of reasoning, increase his faculty for clear and concise expression, to say nothing of encouraging a love for the good and beautiful in nature, then will these studies have their proper place in the school curriculum.” * * *

HOBOKEN.

D. E. RUE, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—The statistical report already submitted shows the usual increase in the enrollment and average attendance of the public schools of this city.

Notwithstanding this, the returns of the school census taken in May last show a decrease in the number of school children of 2,640 from the census of the previous year.

This decrease is not easily explained, in view of the continued growth of the city along all lines, and especially in population, as evidenced by the erection, during the past year, of large numbers of dwellings.

This year's census was the first taken under the new census law, which provides for the appointment of enumerators by the Superintendent of Census, whose headquarters are at Trenton. Whether this evident discrepancy between the two censuses is due to the imperfections of the old system of census-taking, and to the fact that the new system gives a more careful and reliable enumeration, or *vice versa*, is a question which those who have charge of the public school interests of this city have not as yet been able to solve.

Teachers' Salaries Based on Terms of Service.—A most important change in school government was made by a resolution of the Board of Education, taking effect after September 1st, 1891. This resolution is based upon the principle of regulating the amount of teachers' salaries according to the length of their terms of service, and not according to the grades in which they teach. It provides that teachers in the primary departments shall be paid during the first year's probation at the rate of \$300; for the second, third and fourth years at the rate of \$474.96; for the fifth, sixth and seventh years at the rate of \$498.96; for the eighth, ninth and tenth years at the rate of \$534. After completing the tenth year of teaching, and until the completion of the fifteenth, the salary is \$600. From that time until the completion of the twentieth year it is \$660, and after that \$720. The above provisions are not to be construed to decrease any salaries paid at the time the above resolution went into effect, nor are experienced teachers to be rated under the amount provided for monitresses under their first year's probation. This rule is a marked improvement on the former method, which caused injustice in many instances, and is working happily in promoting a feeling of contentment among the teachers.

Opening New School.—Owing to the overcrowded condition of the schools in the lower wards of the city, the Board was compelled, at the beginning of the year, to open an annex to School No. 1. The necessity is again apparent for the taking of immediate steps toward the erection of another school building somewhere in the lower section of the city, the opening of new School No. 6 having afforded only temporary relief.

Promotion of Pupils.—During previous years it has been a cause of just criticism in the schools that promotions have been made too frequently and indiscriminately, and without due regard to merit in scholarship, as shown by class records and examinations. It has been necessary, however, to do this, in order to relieve the constantly overcrowded primary classes. During the past year special attention has been given to remedy this, and promotions are not now made unless warranted by the pupil's standing.

Evening School.—Evening school was opened in school building No. 1 in November, with nine classes, one of which was for girls, two for Germans desiring to be instructed in the English language

and branches, and the rest for boys and young men. This school was continued through the month of February.

Normal School.—The Normal School continues amply to fulfill the object for which it was instituted, viz., the training of teachers for service in the public schools. This branch of the school department is in the charge of two of the male principals, and is held every Saturday, between the hours of nine and twelve A. M. At the last examination, eighteen young women received diplomas entitling them to teach in the public schools without further examination, provided they shall have served seventy-five days on probation in some school or other institution of learning of recognized standing.

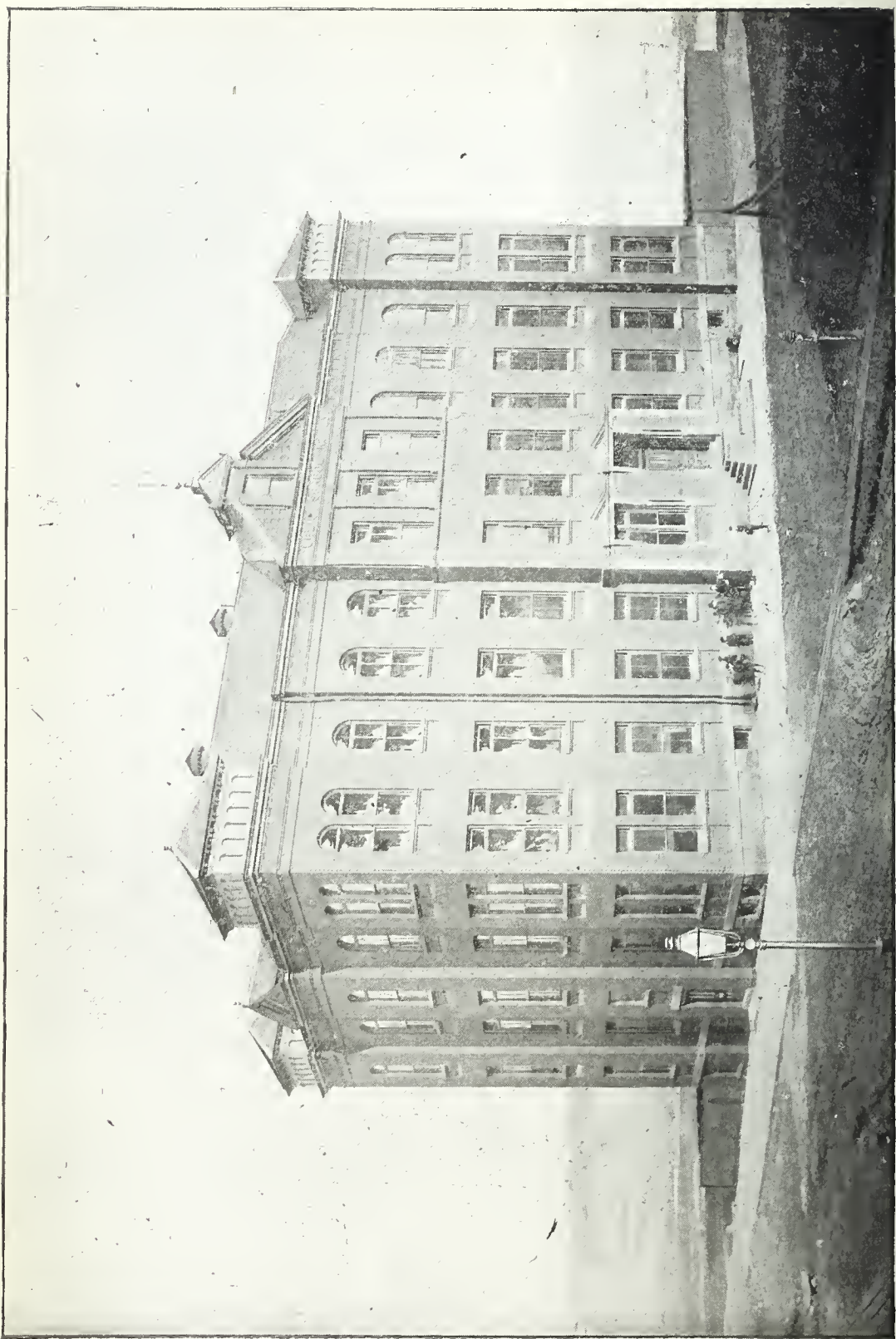
High School.—The commencement exercises of the High School, held at the Opera House in June last, were as successful as an attractive programme and a large and appreciative audience could make them. Thirty-six graduates received diplomas, out of a class of forty-three. The class was addressed by the State Superintendent, A. B. Poland; Col. E. A. Stevens and President Russ, of the Board of Education.

Teachers' Meetings.—Teachers' meetings have been held monthly, as heretofore. The class-room has no doubt felt the good results of the lectures upon educational topics which have been delivered by various educators, and their free discussion by the teachers themselves.

Special Branches.—The German, drawing and music departments are conducted by the same corps of teachers as last year.

General Condition of Schools.—In conclusion I may say that the general condition of the schools of Hoboken was never more prosperous or promising. Various minor changes in the school system have proved themselves widely beneficial, and while no startling modifications have been made, nor are in contemplation, the tendency in the minds of both Board and teachers is improvement along the line of the most approved modern educational methods.

Industrial Education.—A statement of the condition of industrial education in this city is set forth in a separate report.



SCHOOL NO. 23.

Jersey City, - - - Hudson County.

This building was completed early in 1892. It is built of brick with stone trimmings, and has five fire-proof exits.

Its dimensions are 100 feet front by 58 feet 6 inches deep, with an extension 56 feet by 20 deep, and has a seating capacity of 904. The lot is 142 feet by 100.

There are 22 class-rooms, also principal's and teachers' rooms.

The water-closets are in a separate building, but connected with main building by corridors.

The school building, corridors and closets are heated by steam and well ventilated.

There are two play-rooms in basement for use in stormy weather.

The cost was \$68,515.41.

JERSEY CITY.

HENRY SNYDER, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

DEAR SIR—The past year has brought with it a decided improvement in our school buildings. In April, two new buildings, No. 23, with twenty-two rooms, and No. 24, with sixteen rooms, were opened for the reception of pupils. Both are commodious structures, well built, attractive in appearance, and well adapted to the needs of teachers and pupils. The light and heating are both excellent. Another excellent building of twenty-four rooms is in course of erection.

I am glad to say that circumstances point to a continuation of this species of progress.

The older buildings have also undergone much change. During the months of July and August the Board of Street and Water Commissioners repaired all the school buildings very extensively. A special appropriation of \$48,000 was made for this purpose. The result is, of course, increased comfort for teachers and pupils. Our buildings are now as a rule in excellent condition.

Our course of instruction is the same as that in effect last year. Proposed changes have been under discussion, but as yet no conclusion has been reached.

The plan of admitting pupils into the High School and of promoting them in the High and Training School twice a year, reached its limit last February. Hereafter two classes will be graduated from the Training School each year. This plan has thus far proved satisfactory.

Our teachers are in nearly all cases graduates of the High and Training School. The professional course begins in the last year of the High School course, when those who desire to become teachers are required to take a thorough course in psychology and pedagogy. They are required, after graduation from the High School, to pursue a special course in Training School. This course includes not only thorough instruction in the branches taught in the school, but also during the first half of the year, frequent practice in teaching primary grades, and during the second half, in the grammar

grades. The results have been most gratifying. Those under whose care the pupil-teachers have been placed are conscientious and thorough in their work. When we consider that the post-graduate course is only a year in length, it is difficult to see how a happier combination of theory and practice could be made. It has often been said that those of our graduates who have recently become teachers have never been better prepared.

I hope that the same progress in educational affairs as attended your superintendency in this city may be continued in the future.

MORRISTOWN.

W. L. R. HAVEN, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—The following brief supplementary report of the Morristown public schools is respectfully submitted :

Sickness.—I think at no time in the past twenty years has the progress of the classes been so seriously interrupted by sickness as during the past year. Many of the diseases common to children were prevalent during the winter and spring months, reducing the attendance in some classes to less than fifty per cent. of the enrollment. Owing to this fact my statistical report will not compare favorably with those of previous years. The effects of this irregular attendance were very apparent at the close of the year when the promotions were made.

Lack of Accommodations.—For the last two years our work has suffered from the lack of sufficient school accommodations. One year ago desks were placed temporarily in the chapel of the Maple avenue building, and that room has been occupied by the classes of the High School. We were thus afforded some relief from the overcrowding in the lower grades ; but even this did not furnish the room needed, and the Board is now erecting an addition to the Maple avenue building, which will give us six large rooms. We hope to have this addition ready for use in the spring.

System of Grading.—The present system of grading in our schools provides for nine years' work below the High School. We find that most of the pupils who enter the High School complete that work in

eight years. We expect during the present year to revise the course, allowing for only eight years' work in the primary and grammar grades.

High School.—At the closing exercises in June eleven pupils, six boys and five girls, were graduated from the High School.

NEWARK.

WM. N. BARRINGER, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

DEAR SIR—I beg leave to submit the following brief summary of statistics and suggestions relating to the condition of the public schools of the city of Newark for the school year 1891 and 1892.

Public Sentiment in the City of Newark.—The public sentiment in Newark is strongly in favor of a broad and thorough system of public education. The management of the schools by the Board of Education has always been characterized by vigilance and good sense.

We do not claim that the schools are beyond criticism, but we do say that there is much that deserves commendation. The teachers are in the main competent and faithful in performing their work. There is an earnest desire for professional improvement. They are ready and willing to co-operate in all reasonable ways in furthering the interests of the schools.

School Buildings.—The number of school buildings in use during the year was forty, containing the following departments:

Normal School.....	1
Training School.....	1
High School.....	2
Grammar Schools.....	17
Primary Schools.....	34
Industrial Schools..	2
Colored School.....	1
Total	58

Evening Schools.—The number of evening schools in operation was eight, seven for five months and one for six months—the evening drawing school, one of the most popular and useful schools under the care of the board.

School Accommodations.—The number of buildings now in use in the city is forty-two. Thirty-seven of these are owned by the city; five are rented.

The seating capacity of those owned is 22,719; the seating capacity of those rented is 849; making a total of 23,568. The number of class-rooms is 439, with an average of fifty-three seats to each room.

In some sections of the city the school accommodations are adequate, in other localities the buildings are very much overcrowded. This seems to be the fate of all large and rapidly-growing cities.

The schools that are suffering most for more and better accommodations are the Normal and Training School and the High School. The prospect for immediate relief is not especially cheering. As is almost always the case the most important institutions are the last to receive attention.

Condition of Buildings.—The buildings generally are in good condition as to repairs, warming, ventilation, lighting, furniture, supplies, &c.

Regularity of Attendance.—Among the most important factors that contribute to the strength and progress of the school is regular attendance. It matters not how complete the system may be, or perfect the programme of exercises, or comprehensive the course of study, or how competent the teachers, if the pupil is not regularly present all these excellencies count for very little.

I am sorry I am obliged to admit that irregular attendance is an evil peculiar to American schools. Absence from school is an evil that should receive the attention of the school authorities everywhere. I trust the State and local authorities will see to it that the compulsory school law is enforced throughout the State, especially in the large towns and cities.

It is stated upon reliable authority that in Berlin, the capital of Germany, with a population of over a million, not one who ought to be in school is absent. The streets are absolutely free from children of school age during school hours.

Enrollment.—The total school enrollment for the year 1891–92 was the following:

Day schools.....	25,757
Evening schools.....	3,451
Total.....	29,208

The enrollment, attendance, &c., by schools from September, 1891, to September, 1892, was viz.:

	Enrollment.	Average Enrollment.	Average Attendance.	Per ct. of Attd.
Normal and Training.....	8	.....	.....	.....
Normal Department.....	83	81	72	88.8
High School.....	920	788	722	91.4
Grammar schools.....	6,032	5,095	4,650	91.2
Primary schools.....	18,066	13,600	11,917	87.5
Industrial schools.....	414	221	182	82.3
Colored schools.....	242	171	135	78.9
Total.....	25,757	19,956	17,678	88.5

Ages of Pupils.—Of the 25,757 enrolled for the year,

1,052 were between.....	5 and 6 years of age.
3,212 “ “	6 “ 7 “ “ “
3,423 “ “	7 “ 8 “ “ “
3,162 “ “	8 “ 9 “ “ “
2,881 “ “	9 “ 10 “ “ “
2,804 “ “	10 “ 11 “ “ “
2,607 “ “	11 “ 12 “ “ “
2,411 “ “	12 “ 13 “ “ “
1,856 “ “	13 “ 14 “ “ “
1,182 “ “	14 “ 15 “ “ “
591 “ “	15 “ 16 “ “ “
315 “ “	16 “ 17 “ “ “
148 “ “	17 “ 18 “ “ “
113 were over.....	18

I call the attention of the State Department to the fact that the largest attendance is from 7 to 8. From this point the attendance falls off. This is not alone true in Newark, but is found by statistical reports to be largely so throughout the country, especially so in manufacturing towns. This would indicate that the compulsory school law and the child labor law are not properly enforced. I think the State Board of Education might render good service here.

Dangers to be Guarded Against.—There is a tendency on the part of the teachers to fall into lifeless and routine methods of work. This tendency becomes all the more strong when the system is large and the schools graded. Each teacher is apt to feel that she is responsible only for her own grade. She thinks and prepares for that only. Her work becomes monotonous, and soon entirely deadens or destroys her interest.

In the main our teachers sustain their interest and continue to progress. The only remedy I can recommend to protect the teachers from the destructive influences of this monotonous, lifeless work is to make every lesson a new creation, permeated with life and enthusiasm.

Distribution of Teachers.—The number of day-school teachers in

the schools of our city under the employ of the board, their classification and distribution is shown in the following table:

	Male.	Female.	Total.
Normal and Training School—Normal Department.....	1	2	3
High School.....	8	16	24
Grammar schools.....	17	120	137
Primary schools.....	6	267	273
Industrial schools.....	...	5	5
Colored schools.....	1	3	4
Special teachers.....	2	1	3
Total	35	414	449
June, 1891.....	35	408	443
Increase .....	...	6	6

Primary Schools.—The number of primary schools is shown in the following:

Number of distinct primary schools.....	20
Number of classes in the same.....	128
Increase over last year.....	2
Number of primary departments in grammar school buildings...	18
Number of classes in the same.....	136
Total number of primary classes	264
Increase of primary classes for year.....	2

These classes contained an enrollment of 18,311; an average enrollment of 13,651; average per teacher on enrollment, 69.3; average per teacher on the average enrollment, 52.

This indicates that the growth and improvement of the primary schools is certain and steady.

Grammar Schools.—The average enrollment by grades of the grammar schools is seen below for each month of the school year:

Month.	First.	Second.	Third.	Fourth.	Total.
September	902	1,252	1,678	2,043	5,875
October	897	1,220	1,663	2,034	5,814
November.....	873	1,199	1,627	2,004	5,703
December.....	851	1,174	1,577	1,982	5,584
January	833	1,151	1,575	2,000	5,559
February	821	1,123	1,562	1,974	5,480
March	809	1,099	1,527	1,944	5,379
April.....	770	1,063	1,467	1,903	5,203
May	758	1,030	1,417	1,842	5,047
June.....	739	1,007	1,364	1,769	4,879
Average.....	825	1,132	1,546	1,949	5,452

The first grade means the highest, or eighth year in school.

High School.—The examination for admission to the High School was very successful. The number of applicants was 744; girls, 447; boys, 297; an increase of 50 over last year.

The number graduated, 661; girls, 402; boys, 259; an increase of 93 over last year.

Of the number graduated, 390 were admitted by honorary graduation; girls, 257; boys, 133; an increase of 17 over last year, and 271 by examination; girls, 145; boys, 126; an increase of 76 over last year.

The number rejected, 83; girls, 45; boys, 38; decrease of 43 from last year.

Of the entire number of applicants, 88.8 per cent. were admitted and 11.2 per cent. rejected.

The subjects in which they were examined were, grammar, geography, history, arithmetic and spelling.

The test in spelling was made from their examination papers and a prose dictation exercise. The result was satisfactory.

Evening Schools.—The evening schools had a fairly successful year.

The number of pupils registered was 2,875; males, 2,203; females, 672; an increase of 340 over last year. The number of teachers employed in these schools was 63; males, 30; females, 33; an increase of 4 over preceding year.

The following table shows the enrollment, attendance, &c., for the year ending March 1st, 1891:

School.	Enrollment.	Average Enrollment.	Average Attendance.	Per cent.	Length Term.
Advanced Evening.....	82	59	46	77.9	5 mos.
Lafayette Street.....	527	344	261	75.8	5 "
Newton Street.....	364	264	199	75.3	5 "
Webster Street.....	370	232	169	72.6	5 "
South Market Street...	519	347	252	72.6	5 "
Morton Street.....	627	421	317	75.2	5 "
Central Avenue.....	386	219	169	77.1	5 "

Newark Technical School.—The Evening Drawing School is very popular with the mechanics of our city. Its success has been all that could be reasonably expected. A new building has been secured and handsomely fitted up for it. The promise of great usefulness to the industrial interests of our city is better than ever before.

Health.—More attention is now given to all matters pertaining to health than at any time in the past.

The health of the teachers was, in the main, good; that of the pupils, good. There were three deaths among the teachers and sixty-one among the pupils.

Physical Culture.—The subject of physical training is receiving increased attention from year to year. Its influence upon the schools

is already marked. The plea so often made that there is no time for this work has but little force now—in fact, is seldom heard.

Compulsory Education.—This is a subject of more importance than is generally given to it. In a republic like ours education is an essential matter. A compulsory school law, thoroughly enforced, is what is now needed. I trust the State Department will exert its influence to secure this.

Normal School.—The Normal School is in a very satisfactory condition. Several additions have been made to the course of instruction; a teacher of vocal culture, and a teacher of elementary science, have been employed. These have greatly enhanced the efficiency and usefulness of the school.

Conclusion.—The interest and efficiency of the Board have in no way abated. The growth of public sentiment in favor of public schools is steady and satisfactory.

NEW BRUNSWICK.

GEO. G. RYAN, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent:

SIR—I shall expect to be excused from making a very extended report of the condition of the public schools of this city for the past year, having been here so short a time. The year was spent in getting acquainted with the city and with the teachers, all of whom were entire strangers to me. Few changes were undertaken, for the reason that one needs to survey his ground, to examine his soil and to test the tools before he begins thorough cultivation.

It did not take me long to discover that little improvement could be made in regard to attendance and tardiness. The methods that have been employed in this city for years are excellent, and the success that has attended them is nowhere excelled. There are still pupils who are careless, and there are parents who care less about punctuality than the children themselves. But such pupils and such parents are exceptions, and only indicate that against absence and tardiness the teacher wages an endless warfare.

Discipline in the Schools.—I have no general fault to find with the

discipline of the schools. The method that quickly informs the parent of any serious trouble, that begins and ends with a fair understanding with those who ought to be most interested, is the most reasonable method that can be used. I have met a large number of parents during the year, and few that I have seen have not felt entirely in sympathy with the teacher of their children. Improvement has always been made whenever the parent has been able to assist the teacher. All in all, there has been no greater trouble in discipline than we have reason to expect every year.

Course of Study.—The course of study in the schools of this city is essentially the same as in other cities. I quickly saw, however, that there was need of improvement in two directions. First, the pupils are not as far advanced in two or three lines of study, at the end of eight years, as they ought to be; second, the pupils of the same grade in different buildings were not near enough together in their work.

Time is needed to remedy both of these defects. A little progress has already been made. During the coming school year I hope to accomplish much in these and other directions. Proposed changes must be introduced slowly, as must be all changes one would make in public schools. When one would repair a machine in motion, there is need that he do it with care and with patience. All the more care is required when he knows that the material upon which the machine is working is the most precious the universe contains, and that to some one in this world, or the next, every boy or girl is more precious than life itself.

High School.—The twenty-fifth graduating class of the High School held its commencement exercises in the Opera House June 23d, 1892. Twenty-one diplomas were awarded. The crowded house on that occasion, and the crowded assembly-rooms in the evening, when the Graduates' Association held its ninth annual reunion, indicate how popular are the public schools in the city of New Brunswick.

ORANGE.

U. W. CUTTS, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—In addition to the statistics already forwarded, a brief statement in regard to the schools of this city may be of interest.

Enrollment and Attendance.—The statistics show a gradual increase in the numbers and attendance of pupils, keeping pace with the growth of population in the city. The enrollment and attendance were unusually large during the autumn of the year past, but the prevalence of sickness during the winter materially affected the numbers, particularly in the primary grades.

School Buildings.—There are five school buildings, with forty-four class-rooms, and a seating capacity of 1,994. No. 1 and No. 2, while not of recent construction, are in excellent repair, and serve their purpose very well. They are provided with stationary slate blackboards in all the rooms, as are No. 3 and No. 5. The location of No. 1 is not as desirable as that of the other schools, on account of its proximity to a business street. When the building was erected, the surroundings were much more quiet than at the present time. No. 3 and No. 5 are modern buildings of convenient arrangement. The stairways in these buildings are wholly fireproof, while in No. 1 and No. 2 fire-escapes have been built within a few years. No. 4 is a wooden building, the oldest of the five. It is not what the educational interests of a progressive community demand. A new edifice in the Fourth ward will relieve the crowded classes of the school, and afford advantages which the present building cannot give. Steps are being taken for the erection of a building suitable to the needs of the district.

Course of Study.—The progress of a majority of the pupils has been commendable; the interest in study has been well sustained, and a desire to accomplish the work required to the best of one's ability has been evident. In the High School, the wisdom of the introduction of the new department in English, elocution and calisthenics has been proved in various ways. With the use of a text-book on civil government, in connection with the work in history and the constitution of the United States, new interest has been developed in

the pupils, and excellent progress has been made in this line of preparation for the duties of future responsibility and citizenship. By the omission of some of the topics in arithmetic which formerly were considered essential, time has been gained for other subjects, while it is believed that nothing of practical benefit in the mathematical department has been left out of the schedule. In geography, more attention has been paid to the importance of relief forms, the natural features and products of different regions, and atmospheric phenomena; and, in general, a broader view of the subject has been emphasized, in place of merely textual knowledge.

High School.—Of the nineteen graduates from the High School in the past two years, more than twenty-five per cent. have continued their studies in higher institutions. One is in Princeton, one in Smith College, one in the State Normal School, one in the New York College for the Training of Teachers, and two in Barnard College.

Manual Training—In the department of manual training some changes have been made in the programme which naturally followed from the circumstances of the case. When sewing was introduced, the girls of the High School, grammar and higher primary grades all started with the same lessons. As the work progressed, the older pupils advanced more rapidly than the others, and finished the required course in a shorter time. Essentially the same conditions held in the case of the cooking lessons and the carpentry. The cooking, however, has been confined to the High School, and the carpentry to the boys of the High School and upper grammar grades. With the completion of the course by the older pupils, the sewing and the cooking have been dropped from the third and fourth years of the High School, and the carpentry from the fourth year. Some further instruction in domestic economy may be given to the older girls before their graduation, and the introduction of lathes will afford the older boys opportunity for work suited to their proficiency. As a preparatory step to the use of the ordinary tools, it was decided to introduce a simple form of knife-work in the sixth grade of boys. With knives made for the purpose, and wood of required thickness and quality, the geometric plane figures and some other designs are copied, and the accuracy of the work tested with compasses, try-square and rule.

In the younger primary grades, most of the instruction in parquetry and clay-modeling is given by the class teacher, under the supervision of the special instructor. Sewing, which was temporarily taken from the fifth grade of girls, has been restored in the re-adjustment of the schedule. This important branch of the course fits the girls for practical efficiency in home duties, while it has educational value in the close attention, careful observation and constant accuracy which it demands, as taught in the course.

PASSAIC.

HENRY H. HUTTON, SUPERINTENDENT.

To Hon. Addison B. Poland, Ph.D., State Superintendent:

SIR—I have the honor to present the following report of the schools of this city for the school year ending August 31st, 1892:

Population and Enrollment.—We have a school population of a little over 3,000, and an enrollment of 2,045. The average attendance was 1,422.

Buildings.—Our buildings consist of a union high and grammar school building and five outlying ward primary school buildings.

The number of teachers engaged in these buildings was forty-four.

School Expenditures.—The current expenses for maintaining the schools the past year were as follows:

For repairs of school-houses.....	\$2,027 23
Salaries of teachers.....	21,331 53
Salary of superintendent	633 32
School books and stationery	2,369 11
Stoves and fuel.....	1,393 27
Water, gas and incidentals.....	1,304 50
Salaries of janitors and clerk.....	2,810 00
Total.....	<hr/> \$31,868 96

The permanent expenses were—

For furniture and library.....	\$389 20
For bonds and interest.....	1,140 00
Total expenses..	<hr/> \$33,398 16

Amount of appropriation.....	\$33,333 42
Received from insurance.....	64 74
	<hr/> \$33,398 16

Manual Training.—The receipts and expenditures on account of manual training for the year were as follows :

Receipts.

From City Council.....	\$600 00	
From the State.....	600 00	
	<hr/>	\$1,200 00

Disbursements.

For teachers	\$995 00	
For materials.....	134 92	
Unexpended balance	70 08	
	<hr/>	\$1,200 00

Evening Schools.

Number of evenings the schools were kept open.....	124
Number of pupils enrolled.....	484
Average attendance.....	177
Number of teachers.....	5
Total expenditures... ..	\$1,089 75

Mixed Schools.—Our schools are all mixed schools. The playgrounds are kept separate. But in the school-rooms, in the High School study-room and class-rooms the sexes meet together.

Recess.—For our High School pupils and the two upper grammar grades associated with them in the study-room, no recess is allowed. The morning session closes fifteen minutes earlier instead. This overcomes the scruples of many parents, as the pupils while together are continuously in the presence of the teachers.

The movements, every forty minutes, in the changing of the classes; the marching from study-room to class-room to stirring piano music, with occasional calisthenic exercises, are deemed sufficient for physical exercise during the sessions. This plan has been adopted here for the last eight years, and is found to work well.

Course of Study.—The course of instruction followed here, for the primary and grammar grades, is the same as that adopted in New York City; but before beginning the sixth grade primary the pupils have one-half year in the kindergarten, being kept one-half day, only, in school.

High School.—There are three courses in the High School: (1) Academic course, equivalent to eighteen subjects, requiring a half a year to each—the same as that for which the Regents of the State of New York grant the "Regents' Diploma." (2) College entrance course, fitting for entrance to any of our colleges. (3) Classical

academic course, provided for pupils not designing to enter college, but who wish to secure some knowledge of Latin.

Kindergartens.—Three full-fledged kindergartens have been provided in connection with three of the primary schools. Two more will be established as soon as conditions relating to room are favorable.

About seventy pupils are assigned to each kindergartner, one-half to attend in the forenoon and the other in the afternoon. I should say that only an average of sixty should be assigned to each kindergartner, since she can manage not more than thirty at a time successfully.

I hear no complaints from our people in regard to the half-day arrangement. It is well understood that a half-day is long enough for a child of the kindergarten age to be in school at one time.

Manual Training.—This work has been commenced here in a small way. Efforts are being made to secure a suitable building on the rear grounds of the High School building.

Discipline.—I came here over eight years ago, from New York State, where corporal punishment was in vogue.

A principal who would not come to the rescue of his teachers when trouble arose with their pupils was considered weak and inefficient.

I will not describe some scenes which I have witnessed and of which I have formed a part. Suffice it to say that in Passaic the government of the schools has been comparatively easy. All along the line it has been increasingly so; and I am inclined to think that the absence of the rod has worked well here. It seems to me the rod in the schools degrades both the pupils and the teachers. I meet hundreds of my old pupils here. No one of them can harbor an evil thought against me as having compelled him to a certain course of action by means of the rod. Whatever others might do elsewhere in the State if they had the opportunity, the rod is forever buried in the schools of Passaic.

PATERSON.

J. A. REINHART, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

DEAR SIR—A brief report of the condition of schools and of the progress of instruction in the city of Paterson, is herewith presented in accordance with your request.

Number and Classification of Schools.

Normal Training and Model School.....	1
High School.....	1
Elementary schools.....	18
Manual Training Shop.....	1
Alms-house School.....	1
<hr/>	
Total number of schools.....	22

Number and Classification of Teachers.—The total number of teachers employed is 243, including 3 supervisors, 18 principals and 222 elementary and High School instructors.

Population and School Enrollment.

Population of city by census of 1890.....	78,347
Estimated population of city, 1892.....	85,000
School census of 1891.....	21,489
School census of 1892.....	21,801
Total enrollment in elementary schools.	13,000
Enrollment in evening schools.....	3,032
Total enrollment in all schools.....	16,032

Increase of School Accommodations.—During the school year a new and very commodious school building was finished and another very nearly completed. The rapid increase of the population of the city necessitates the erection of an additional large building each school year. It is hoped very soon to commence the erection of a High School building, and thus to furnish accommodations for the City High School, Manual Training School and the Normal and Model School. These three institutions are at present housed in buildings that either are now or soon will be imperatively needed for elementary classes.

Administration.—The past year has seen a complete revolution in the administration and supervision of the schools of our city. By the act of 1892, chapter XLIX., a Commission of Public Instruction was established in certain cities of the second class, of which Paterson was one. Thus all the powers and duties of the old elective boards of education were lodged in an appointed educational commission. This commission is non-partisan, and is composed of eight members appointed by the mayor, the latter himself being one of the members thereof. There can be no doubt of the wisdom of this legislation. The experience of our own city will be the same as that of other municipalities. Small school boards, divorced from politics, appointed

rather than elected, will be found to constitute the best form of school administration and government.

Progress and Organization in Supervision.—The Educational Commission organized April 18th, 1892. Prof. Nicholas Murray Butler, Ph.D., was elected president, and with appointment of the committees the new regime was inaugurated.

In our city, as elsewhere, the great practical problem is that of efficient supervision. A supervision which does not supervise has been too often the most startling fact in city school systems. Paterson cannot claim to have solved the question. We are simply aiming to vitalize, as far as possible, the traditional supervising agencies. The increase of these agencies—the increase of the number of persons whose business it is to instruct the teachers in the theory of education and in practical teaching and then to carefully inspect their work—this is the problem for the future. Several features of our work may be particularized:

Change in School Hours.—The school hours have been changed so that we have three hours of school in the morning and two in the afternoon. This enables us to close school at three o'clock in the afternoon, thus affording time for the meetings of teachers with principals, supervisors and superintendent. On Monday afternoons, from 3:30 to 4:30, the principals of the several schools meet their teachers for conference and instruction.

Grade Meetings with the Superintendent.—On Tuesday, Wednesday and Thursday afternoons, from 3:30 to 4:30, occur the meetings of the teachers by grades with the superintendent and the supervisors of drawing and kindergarten work. Not every one of these afternoons in each week is usually occupied. Sometimes but two days of the three are needed for the requisite instruction. Principals as well as teachers attend these meetings, which usually begin with a general conference and discussion of difficulties by all present.

Educational Circulars.—Each grade meeting of teachers is followed up by an educational circular, issued from the office of the superintendent, summing up the conclusions arrived at, the instructions and directions given in the meeting. A permanent record of this work is thus made, and each teacher is furnished with a copy of it.

Abolition of Written Term Examinations.—The written term examination has been abolished. It is expected that the energy formerly put into these school exercises on the part of superintendent, teachers and pupils, will be expended in more vital and better-paying processes.

Standard Works of Literature Instead of School Readers.—In all grades above the third, and in some cases in the third, the school readers have been thrown out and complete works of literature, such as Scudder's "Fables and Folk Stories," Hawthorne's "Wonder Book," &c., have been introduced. The good results are already

apparent—that they will be increasingly apparent as long as the experiment continues there can be no reasonable doubt.

Subject-Teaching in the Higher Grades.—In the so-called grammar grades of the elementary schools, instruction by subjects has been introduced. That is to say, to each teacher has been assigned a subject—for example, arithmetic. She instructs in this subject all the pupils of the fifth, sixth, seventh and eighth years. In the same way in each school having the above grades, one teacher gives all the instruction in history. Penmanship and drawing are usually taught by one and the same instructor. In the case of English the work in any of the large schools is too great for one teacher; it is divided among two or three.

New Course of Study in English.—We have discarded the well-worn and exceedingly indefinite term, "Language," and adopted an "Outline Course of Study in English," under which designation the studies of reading, writing, spelling, composition, literature, English grammar, &c., are brought into one scheme of study and instruction. The English studies of each term are classified under three uniform heads: I. The Spoken Vocabulary; II. The Reading Vocabulary; III. The Written Vocabulary.

Establishment of the Department of English Composition and Theme-Writing in the High School.—A decided innovation has been made in our High School work. The matter of theme-writing and English composition has been made a full department of the High School work, and a teacher with no other responsibilities has been assigned to this work. At the same time, an attempt has been made, and with excellent success so far, to insure to the students the possession of ideas, impressions and thoughts before asking for their written expression. We are attempting to solve for secondary education that which Harvard College has settled for higher education—how to teach agreeably, shortly and effectively the writing of good English.

Re-organization of the Normal School.—The work in the Normal School has been improved and re-arranged on an entirely new basis. A thoroughly competent instructor in methods has been secured in the person of a graduate of Oswego Normal School. A practice or model school of five classes has been associated with the normal work. These classes are taught by the pupil-teachers of the Normal School, under the supervision of the instructor in methods.

The above sketch of our work as it is now in process of realization will, I trust, give you a good idea of the educational condition of our city.

PHILLIPSBURG.

H. BUDD HOWELL, SUPERINTENDENT.

Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—In addition to the statistics already submitted, I have the honor to submit the following report for the school year ending August 31st, 1892:

The practice of making a report other than statistical to the State Superintendent has in recent years unhappily fallen into desuetude. But with the accession of yourself to that honorable office, it is fitting that, along with the quickening already felt in many important directions, there should be a revival of the annual report.

Since my appointment to this office, two and one-half years ago, I have labored to perfect and extend the course of study. Much still remains to be done in this respect; yet I think it may fairly be claimed that much has already been accomplished.

Course of Study below the High School—Arithmetic.—It has been my privilege to modernize the arithmetical teaching here, and to secure the teaching of number prior to the teaching of figures. The inductive development of each subject has been urged and largely secured. The fundamentals and their applications are covered in the first four years of school, including partition. Colburn's First Lessons is used as a teachers' manual.

During the second four years the aim is to complete the subject, doing work parallel to Appleton's Numbers Applied. This, with one year's review of the whole subject, from a more philosophical point of view, in the High School, makes, I think, a quite thorough course.

Reading.—A combination of the word, phonic and sentence method, with the pamphlet entitled "Boston Method" as a manual, is used in teaching beginners. A graded series of readers is used. As to supplementary reading, the teachers are allowed the utmost liberty in regard to the selection of matter. Mechanical drill is confined to articulation, syllabication and accent. No mechanical drill is given upon expression, for it is believed that, if the preliminary word-study has been thorough, and the thought developed (as far as may be necessary) by skillful questioning, expression in its

ramifications of emphasis, inflection, pitch, force, quality, rate, pauses, &c., with a little guidance, will follow naturally. Attention is paid to phonics, with its visual aid, diacritical marking, as a help to pronunciation.

Language.—In addition to language work done in connection with the reading lessons, and, incidentally, with other lessons, two periods per week are devoted to language lessons exclusively, from the primary schools to the High School. These lessons are systematically graded throughout, and merge into the inductive study of elementary grammar in the seventh year of school.

In connection with these lessons, most of our object-teaching proper is done, the order being, (a) the presentation of the object or picture, (b) the conversation lesson, (c) the written description or story. Also, the lessons are of such a nature that much oral instruction in natural science is had.

The results in this branch have been most gratifying, and we expect to do creditable work in this line, if in no other, for the State school exhibit.

Advanced work in technical grammar is reserved for the High School. Here also the language course properly culminates in the study of literature (authors) from the purely æsthetic point of view, as well as from the grammatical and rhetorical point of view.

Spelling.—I believe in the spelling-book, though not in the one which we are now using; also, that nothing is effective in this branch but drill—*drill* on a well-classified series of words, with the meaning and use of which the pupil has been made acquainted.

Penmanship.—I have had the privilege of introducing to our teachers a different method of teaching writing from the one previously in use. The teaching of this branch had been at a very low ebb, the teachers being under the impression that, not being expert penmen themselves, they were unable to give positive instruction. The fortunate discovery of a series of practice-books, accompanied by simple, clear, rational and usable instructions to teachers, and their adoption by the Board, changed all this. Under the present system the writing period is a lively, interesting and profitable time, the teacher being the source and inspiration of this activity. "Movement before form" is the motto. It is not proposed to make elegant or professional penmen, but to enable those pupils who are reasonably attentive to write easily, rapidly and legibly.

Geography.—Shortly after my appointment to this office, in a report to the Board of Education, I used the following language in relation to this subject:

"The method of teaching geography needs a radical change. At present it is a mere cram. The teachers realize this as well as myself, and I doubt not that many of you strongly suspect it. At least those of you who have children attending school must know it. Technical

or scientific geography is begun too soon. The pupil is led to study things about which he knows nothing and cares less. In short, there has been no proper preparation for the study. The pupil commits to memory a lot of descriptive geography the very terms of which he does not understand. The subject in the text-book now used is not developed properly. We should proceed from what is known to the related unknown, and thus gradually get the pupil interested in the things talked about in geography. Starting with the domestic animals, common kinds of flowers, common kinds of birds and insects, buildings near home, common kinds of trees, qualities of common objects, lessons on form, color and size, relative position of objects, plan of school-room, map of school-yard, gradual development of idea of map, we should proceed to lessons on animals found in distant lands, lessons on plants and trees found in distant lands, manners and customs of people far away, idea of size of town, township or city, general view of State, consideration of the earth as a whole. Thus four years may be spent in preparation for the study of geography as a science, to which three years may be given. The pupil needs no text-book until he comes to the consideration of the earth as a whole, which will be in the fourth year of school."

The above was followed (in the report) by a recommendation that a primary text-book, carrying out this plan, and accompanied by a "teachers' edition," showing the teacher how to proceed in the preliminary oral instruction, as well as how to prepare herself for the proper development of each successive lesson, be adopted for use in the schools, to be followed by an advanced geography of the same series.

The recommendation was adopted, and the result was a complete revival of interest in the subject on the part of both pupils and teachers. The results that have been obtained since have been very gratifying.

The formation of geographical cabinets has been encouraged, as well as the drawing of maps, as a means to an end. The study of the globe has also recently been made a distinctive feature.

I have hesitated some time in regard to the ultimate results of moulding of land-forms in sand (or other material), but have finally become convinced of its utility, and will urge its use. At the same time, I have reached the conclusion that one of the chief aims of proper instruction in geography is the training of the constructive imagination.

An extended course in physical geography is given in the High School. From this broad basis, the endeavor is to reason out the life of the continents with more sustained effort than is possible in the grammar school.

History.—United States history is introduced with a primary text-

book in the fifth year of school. This primary text-book is not a history, strictly speaking, but a series of biographies. The subject is taken up in earnest in the seventh year. I have urged upon teachers the use of the "seminary method" and am beginning to see the fruit.

Civics.—It has been my pleasure to introduce, with the consent of the Board, the study of civics into the grammar schools. The subject is extended and completed in the High School.

Drawing.—With its usual intelligence the Board of Education has adopted a recent recommendation to place in the curriculum drawing and elementary manual training. Arrangements have not yet been completed to begin instruction, except in the primary schools.

Physical Culture.—During the past year the pupils of first, second, third and fourth years have been given calisthenic exercises regularly. This was begun mainly as an aid to the mechanics of reading. Sufficient time has not elapsed to determine its value as a specific. Its general value will, no doubt, prove to be great.

Vocal Music.—No regular instruction is given in singing, but nearly all the schools have singing regularly. I hope to see the time when vocal music will be systematically taught, in view of the fact that it is so universally indorsed as a school study by educators.

High School.—The High School was established in 1872. It has had a long course of usefulness. Many in this community received their (academic) preparation for teaching, or were prepared for college or business there. It began as a classical High School; later the classics were dropped and the course became an English one. A number of years were spent in perfecting the English course, until it was believed that it would compare favorably with any English High School. At the beginning of the school year just ended (September, 1891), the classics were re-introduced, but the English course was retained. Therefore we have a fully-equipped High School with two distinct courses. The following is an outline of the courses:

General Course.

(This course must be pursued by all pupils.)

Orthography,	Geometry,	Hawthorne,
Penmanship,	English Grammar,	Franklin,
Elocution,	Physiology,	Milton,
Arithmetic,	Etymology,	English Literature (Gen'l),
Algebra,	English Composition,	Universal History,
	Drawing.	

Specific Course.

(One of the two following courses must be pursued, in addition to the general course.)

ENGLISH COURSE.

Book-keeping,
Modern Geography,
Physical Geography,
Commercial Law,
Civil Government,
Natural Science,
Physics,
English History,
Study of Words (Trench),
Bunyan,
Irving,
Bryant,
Shakespeare.

CLASSICAL COURSE.

Introductory Latin,
Ancient Geography,
Introductory Greek,
Latin Grammar,
Cæsar,
Xenophon,
Virgil,
Cicero,
Greek Grammar,
Roman History,
Grecian History,
Greek Testament or Homer,
Latin Composition,
Greek Composition.

The authors, in addition to those named in the outline above, a more or less special study of whose writings is made, are Lowell, Whittier, Holmes and Longfellow.

The teaching force of the High School is Mr. Y. C. Pilgrim, M. S., Principal; Mr. L. O. Beers, A.M., Vice Principal, and Miss Mary L. Mack, Assistant.

There is no aping of the college, no pretence of producing "finished" young ladies and gentlemen. They have but just begun. But the graduates, having surveyed to some extent the field of knowledge, can scarcely help having a few thoughts, and so we have commencement exercises, at which they read essays (trials at thought), couched in their best English.

I had intended to report as to our examinations and promotions, libraries, teachers' meetings and reading circle, proposed normal class for High School graduates and several other matters, but have already trespassed too much upon your attention. I cannot forbear, however, speaking of the

Requirements for Appointment as Teacher.—Section 10, Manual of the Board of Education, "Regulations for the Government of Schools," reads as follows:

"For the present, the teachers' county certificate, Warren county, of the first, second and third grades, will be accepted by the Board as license to teach in town; provided, that subsequent to June 30th, 1893, a person to be eligible to appointment as teacher shall, in addition to holding a teachers' certificate, present satisfactory evidence to

the Superintendent and Committee on Employees and Salaries of having pursued a professional course of reading covering the following subjects: psychology, as applied to teaching; history of education, or lives and methods of great educators; theory and practice of teaching and disciplining (two books), and primary teaching."

Under the authority of this section the following circular of information has been issued regarding the requirements for election as teacher in the public schools of Phillipsburg, N. J., subsequent to June 30th, 1893:

1. All applicants, to be eligible to election subsequent to above date, in addition to possessing a county teachers' certificate must have pursued a course of pedagogical reading and study covering the following subjects: psychology (one author), theory and practice of teaching (two authors), history of education (one author), primary teaching (one author).

2. To determine the thoroughness and thoughtfulness of this reading, two stated meetings will be held annually in Phillipsburg, each meeting to continue two days, on the first Friday and Saturday in June and the first Friday and Saturday in December. If circumstances warrant, special meetings may be held.

3. These meetings will be conducted by the Superintendent of Public Schools, under the supervision of the Committee on Employees and Salaries.

4. Applicants are requested to present themselves at one or another of these meetings, and *during the session* prepare a paper on each subject, based upon memoranda furnished by the Superintendent and committee, containing certain topics and queries.

5. A library containing books of reference on the subjects will be in the room where the meeting is held, and may be consulted under certain restrictions.

6. The memoranda which will be used at any future meeting upon any of the subjects may be had at any time upon application.

7. Applicants will also be required to certify that they have completely pursued the course.

8. The following text-books are recommended: psychology—White's Elements of Pedagogy or Sully's Hand-book of Psychology; history of education—Compayre's Theory and Practice of Teaching, Page's Theory and Practice and Fitch's Lectures on Teaching; primary teaching—Parker's Talks on Teaching, or Hailman's Primary Methods.

9. Those applicants whose papers give evidence of thorough and thoughtful reading will be given certificates to that effect, signed by the committee and Superintendent and countersigned by the President of the Board, and will be placed upon the list of those eligible for appointment.

10. Graduates of a normal school or class of recognized standing, or of a training school or training college, or of a graduate, post-graduate or university course in pedagogy, or of the New Jersey State Teachers' Reading Circle, will not be required to furnish further evidence than their diplomas.

11. The certificates of the New Jersey State Teachers' Reading Circle will also be accepted as evidence of a satisfactory perusal of the books whose names are stamped upon them.

12. Applicants holding State certificates of any grade, or city certificates of the first grade, will not be required to furnish further evidence of pedagogical knowledge.

13. An applicant for the position of teacher of a special subject, as music or drawing, will not be required to obtain the certificate of eligibility.

14. A college graduate or teacher of not less than five years' experience will be regarded as temporarily eligible, provided that such person duly qualifies within three months after his election.

PLAINFIELD.

JULIA E. BULKLEY, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—I have the honor to submit to you my report of the public schools of Plainfield for the year ending August 31st, 1892.

Kindergartens.—One of our constant and serious problems is the accommodation of our rapidly increasing school population. An addition of four rooms to the Bryant School, opened at the holidays, was at once occupied by divisions of overcrowded primary classes. A trained kindergartner, graduate of Mme. Kraus Boelte's school, was placed in charge of the youngest class, in a suitably furnished room, and we were thus brought one step nearer our ideal in the earliest training, or toward the time when each school, with a room suitably furnished, shall have children of three or four years of age under wise and skillful direction, developing naturally, through utilized play and work, to trained habits of observation and self-activity, and with acquired facility for the work of the primary.

High School.—The next problem will be the accommodation of the

High School. It is gradually enlarging its scope and numbers. Its science work is under the direction of a specialist and the language classes are crowded to the present limits of room. The interest in higher education is increasing yearly. Of the nineteen graduates of this year, all of the eight boys and some girls expect to enter upon the academic or scientific course of some college, and of the thirty or more coming seniors, most of the girls and boys have already chosen their college and have taken preliminary examinations. Amherst College has this year been added to the long list of those receiving our High School graduates by certificate. One interesting feature has been the voluntary interest in self-improvement. Debates, senate sessions, papers, and other literary efforts, private and public, were some of the means of self-training. Two lectures by Prof. Frederick Starr, of the Museum of Natural History, one on Early Language, another on the Daily Life of the Chinese, and a course of lectures on American authors, Holmes, Lowell, Hawthorne, Emerson, by Mr. Leon H. Vincent, were given under the direction of the High School, and netted a handsome sum for an addition to our library. The Alumni Association, now numbering over three hundred, has this year formed a permanent organization.

Grammar School—Arithmetic.—All home work is memory work, and to secure more intelligent, independent and thoughtful work in arithmetic, has been the aim of the teacher in her direct work with the class. Mental training in grasping the conditions of a problem is made as prominent as skill and accuracy in getting results.

Geography.—More comprehensive plans in geography include the study of natural conditions, their relations and their modifying effects. The librarian of our public library has noticed the increasing interest, as pupils with note-books gathered material from all available sources for the topics thus developed.

History.—Graphic illustrations have been made a prominent feature of United States history, and varieties of methods have been used to impress causes and relations of events.

Language.—Language has formed a part of every lesson, although receiving attention in daily special lessons. Free oral expression by the pupils should, however, be made more prominent, to correspond with the training in the written form.

Penmanship.—The experiment was tried this year of omitting regular lessons in penmanship for the first half year in the grammar grades. Since pen and ink are used in the first year in the primary, and those in the higher primary grades write as well as formerly in the grammar classes, this will eventually do away with the necessity of training in penmanship in the grammar grades, except in special cases, and permit the use of the time in other directions.

Science.—The classes have made marked advance in their study of fauna, flora and minerals of Plainfield, grouping and classifying, with a study of their most marked characteristics, their observations of

birds, trees, plants, moths and butterflies, in some classes keeping a daily record of changes noted.

Simple experiments, with such apparatus as each pupil could command at his home, have also been given in each room by a specialist, with review by the teacher, in illustration of the laws of natural science, thus enlarging and enriching the grammar course.

Primary Schools.—In no department have we more skillful teachers, nor has there been more marked advance in methods and general intelligence of the pupils. The results also show that there are dangers in modern methods. From the extreme of the old memory training in number, we are in danger of neglecting memory. Objects and illustrations are but a means to grasp number and its relations, and careful drill and memory-work should fasten results. Some of the most interesting sectional teachers' meetings of the year have been in the primary, in which the inventive genius of the teacher has illustrated her skill in developing interest, or her power in fastening facts with classes, or well-developed plans and theories have been explained in papers by the teachers.

General Results.—The result of such skillful training in the primaries has been that individual promotions have been frequent through the year in primary and grammar grades; the work has been advanced beyond the course in classes which have even permitted the three years' work of a grammar grade to be finished in two by a large section of the class.

The growing special needs of each department have resulted in the formation of sectional teachers' meetings, in which the aim has been to join special study of the philosophy of pedagogy with practice.

Teachers' Meetings.—General meetings have also been held, and the teachers have had special pleasure in discussions and lectures. The "Aims of Early Educators," by Miss Tefft, a graduate of the Pestalozzi-Froebel Verein of Berlin, was joined with chatty reminiscences of her own experiences in German schools. A lecture on "General Principles of Education" was also given by Dr. J. W. Dickinson, Secretary of Massachusetts Board of Education. Last year we were indebted to two members of our Board of Education for lectures to teachers, one from Mr. George H. Babcock, our present president, on "Principles of Ventilation;" another on "Memory Training," by Rev. Dr. Hurlbut.

Three graduates of the High School form the training class, and these have a course of two years, with training in psychology, pedagogical principles and methods.

Flag Days.—Instead of permitting the constant wear of our flags, we have this year named certain flag days with a national or local significance. The educational effect has been felt in the school, and even in the community, in the many inquiries as to the occasion, and the morning lesson of patriotism in the school has been enforced.

Library.—An important factor in any school is the use of the

library. Our training in literature in the primaries through the use of periodicals has resulted in an added interest in standard authors. The books of the library have been divided among the schools according to their grades. New books were purchased with the proceeds of concerts, added to the State appropriation, and each primary school was furnished with standard authors and books of reference. The grammar grades have books of travel and historical reading, with more advanced standard authors, and these are used in class in a reading period or taken home for preparation for the oral or written book review. Selections are memorized, after some analysis of thought and style, and a store of material is prepared for the four years' critical study of literature of the High School.

Drawing.—Drawing has been taught on a more comprehensive plan than before, and beside connecting geometrical forms with moulding in clay, paper-cutting and pasting, there has been design from study of nature, with drawing from the object and original design in colors. Geometric drawing, historic ornament, drawing from casts, mechanical and freehand, have formed part of the well-developed plan.

Retrospect.—Looking back over eleven years of supervision, we find complete revolution in methods and finish in primary work, a development in grammar work, with a better philosophic basis, and a general culture and expansion in the High School.

Moral training has resulted in a more law-abiding, self-controlled and self-respecting tone of public opinion, and a healthy interest in athletics shows that the physical has not been neglected.

"We have not attained but strive toward our ideal."

Tuition Pupils.—One proof of the value of the school to neighboring cities is the fact that tuition for members out of the district, filling only vacant places in our class-rooms, has been for the year 1891-92, \$2,189.60, while the tuition eleven years ago, 1880-81, was \$287.60.

Favorable Conditions.—The best conditions for successful school work exist in Plainfield in a cultured, faithful, efficient corps of teachers, and in a Board of Education intelligent, independent of favoritism or political influence, who recognize as motive forces in their direction only the highest good of the school and of the community.

RAHWAY.

ELIHU B. SILVERS, SUPERINTENDENT.

To Hon. A. B. Poland, Ph.D., State Superintendent :

SIR—In connection with my statistical reports, I take great pleasure in reporting that our city schools during the past year have been so successfully conducted that more than ordinarily good results have been obtained.

Sickness.—They have not had any special visitation of sickness, not even the usual falling off in attendance.

Increased Number of Graduates.—The number of our graduates has increased, notwithstanding the increased requirements, and those of them that have gone into mercantile pursuits have expressed themselves able to hold their own in the competition to secure desirable situations.

Heating, Ventilating, &c.—The recent introduction of steam heat and a careful attention to ventilation has largely added to the healthfulness of our schools. To the careful attention paid to keeping out those exposed to contagious diseases we attribute the continued fullness of our schools.

New Course of Study.—The introduction recently of a new curriculum, which fits each of our four schools, will prevent the old friction when children are transferred from one school to another, and will be the means of exciting a healthy competition between the teachers of each grade.

General Satisfaction.—The Board of Education has readily furnished all the means at hand, both intellectual and material, in the furtherance of the success of this great public work and our citizens are happy recipients in the advancement of their children.

SALEM.

ROBERT GWYNNE, SUPERINTENDENT.

Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—During the past year 1,061 children have been enrolled in the public schools of the city of Salem. Of these 72 attended 10 months each, or the entire school year; 512 attended 8 months or more; 154 attended 6 months and less than 8; 106 attended 4 months and less than 6, and 217 attended less than 4 months. There was an average daily attendance of 778. Deducting the children enrolled in the first rooms of the primary department and those enrolled in the colored department, we had 768 children who were of an age and in circumstances permitting their regular attendance. Of these 538 attended school for 8 months or over, practically the entire school year.

The report of the treasurer shows that the expenses the past year, independent of that paid on the debt and on account of the new building, were \$14,005.13, which was \$9.53 on census enrollment, \$13.20 on school enrollment and \$18.24 on average attendance. I think this will compare favorably with any other city in the State. There is no city in South Jersey, with the possible exception of Atlantic City, that gives its children the educational advantages that Salem gives hers.

Our schools have been conducted with very little friction the past year. Our pupils are very equitably divided among the different grades and we have had no overcrowding in any department.

Our attendance is the more remarkable from the fact that our city was the scene of a scarlet-fever epidemic last winter that compelled the closing of the schools for eighteen days. Other diseases incident to children prevailed and caused loss of time in the school-room. With all of this we kept our grades up to the standard. Our examinations in February and June promoted over 80 per cent. of those participating therein.

Our night school was kept open for five months in order to give the children employed in factories an opportunity to attend the number of nights required by the Factory law, and also to give them every opportunity to learn if they so desired. The school was not closed

while any considerable number of those enrolled showed any interest in it.

During the past year free-hand drawing has been introduced with marked success.

On Decoration Day our High School had a flag-raising, and on the following day the grammar department raised a flag on its new school building. The exercises on both occasions were made as patriotic as possible and attracted large numbers of our citizens as spectators.

Our schools are now in excellent condition. We have a most earnest and enthusiastic Board of Education, and our teachers are working to ever secure the best results. We are aiming to make our schools the very best of their class, and shall leave no stone unturned to accomplish that end.

TRENTON.

B. C. GREGORY, SUPERVISING PRINCIPAL.

Hon. A. B. Poland, Ph.D., State Superintendent:

SIR—During the past year the government of the Trenton public schools has been transferred from the Board of Education to a body known as the Commissioners of Public Instruction. This has involved a reduction in membership from twenty-three to eight, and a consequent concentration of responsibility, which has been very much to the advantage of the schools.

School Mechanic.—Among the earliest measures of this Board, in April, was the appointment of a School Mechanic, an officer heretofore unknown to the Board. Under this official the repairs of the schools have been more systematically attended to than ever before. Postponement of repairs has heretofore occasioned hardship and aggravated the evil where repairs were needed, and increased their expense. An additional advantage has arisen from the familiarity of this official with the special needs of the schools, preventing damages to property which would necessitate repairs. The schools have all been put in good order.

School Buildings.—A new school has been opened this year, known as the Columbus School. It is located on a lot 200 x 229; is built in the Romanesque style of architecture, and is two stories in height with basement. Its dimensions are about sixty-seven feet front by

forty feet deep. It is the fourth building in which the Smead system of heating, ventilation and dry closets has been introduced. Our experience with this system has been very satisfactory.

Flags and Fire Drill.—The school buildings are now all provided with flags, and the fire drill is in successful operation.

Contagious Diseases.—Attendance has been somewhat reduced by the virulence of *la grippe*, and also by the presence of small-pox in the city during the spring. The latter visitor brought with it at least one blessing—it compelled the thorough disinfection of every school in the city, and gave rise to a system of disinfection which has since been strictly carried out. It also compelled us to make our rules concerning vaccination more stringent; they had formerly been very loose. The extent of sickness may be seen in the fact that in January, 1891, there were 6,850 days lost by pupils on account of sickness, while in January, 1892, there were 11,889.

Enrollment and Size of Classes.—The enrollment of the schools, on October 31st, 1892, was 6,074. The average number of pupils to a teacher was forty-five in the primary department and thirty-five in the grammar. The highest number of pupils to a teacher is sixty. We have taken a decided position regarding large classes, and by limiting each class, generally to fifty, we have been able to do better work.

Insufficient Accommodations.—We are still short of school accommodations, there being, in October, 1892, 159 children waiting for admission. In addition to the fact that so many children are waiting for admission we have the collateral fact that 758 of our children are in rented buildings, the total rent being \$2,922.50. This sum may represent the interest on \$58,450 invested at 5 per cent.; the latter sum would provide all children who are now miserably accommodated in rented rooms with handsome school buildings.

Truant Officer.—During the year we have made the experiment of having a Truant Officer, with the usual result. As far as statistics throw any light upon the subject, the employment of this officer has not reduced truancy, and as we already have not room for the children who wish to attend school, it is idle to talk of enforcing the "Compulsory Education Act."

High School.—Great changes have been made in the High School. This school formerly had a department known as Junior Section, which was really a collection of grammar school classes. This Section has been abolished and the institution placed upon a sound basis as a High School. The number in the school October 31st, 1892, was 252. A new course of study was introduced about a year ago. The ends accomplished by the new course were: re-adjustment of the studies, a subdivision of the curriculum into English, scientific and commercial courses; the provision for the teaching of High School studies in accordance with advanced methods of teaching; the enlargement of the facilities for teaching drawing and the scientific branches; the intro-

duction of German, stenography, and business studies. After the establishment of the Commercial Course, which proved very popular, we found that the age of the children who were attending it was too low; it was therefore decided to compel each pupil who desired to take the Commercial Course, to take a preliminary two years in the English Course. A small building has been purchased to carry out the purposes of the Commercial Department. The Board has purchased typewriters, and the work in the stenography and typewriting departments is very practical. We have taken what we think is an advanced step in abolishing the venerable High School commencement.

Primary and Grammar Schools.—Our primary schools are rapidly advancing; one of the most hopeful signs of advancement is found in the fact that many of our primary teachers have found out that their vocation is primary work and do not seek a so-called promotion to grammar grades. In all the studies of the grammar and primary grades we think we are moving forward.

Arithmetic.—This subject is being taught more rationally; pupils are beginning to employ the subject of drawing in their arithmetical work to illustrate that work. Unnecessary subjects in arithmetic have been eliminated, and there is a tendency on the part of the teachers to eliminate unnecessary complications in the work that is actually attempted.

Reading.—We have stricken the Fifth and Sixth Readers from our list and introduced literature in its place; and in classes that do not use a reader so high as the Fifth, literature is surely finding its way; oral reading is retiring and the co-ordination of reading and language-work is becoming a prominent idea in our teaching.

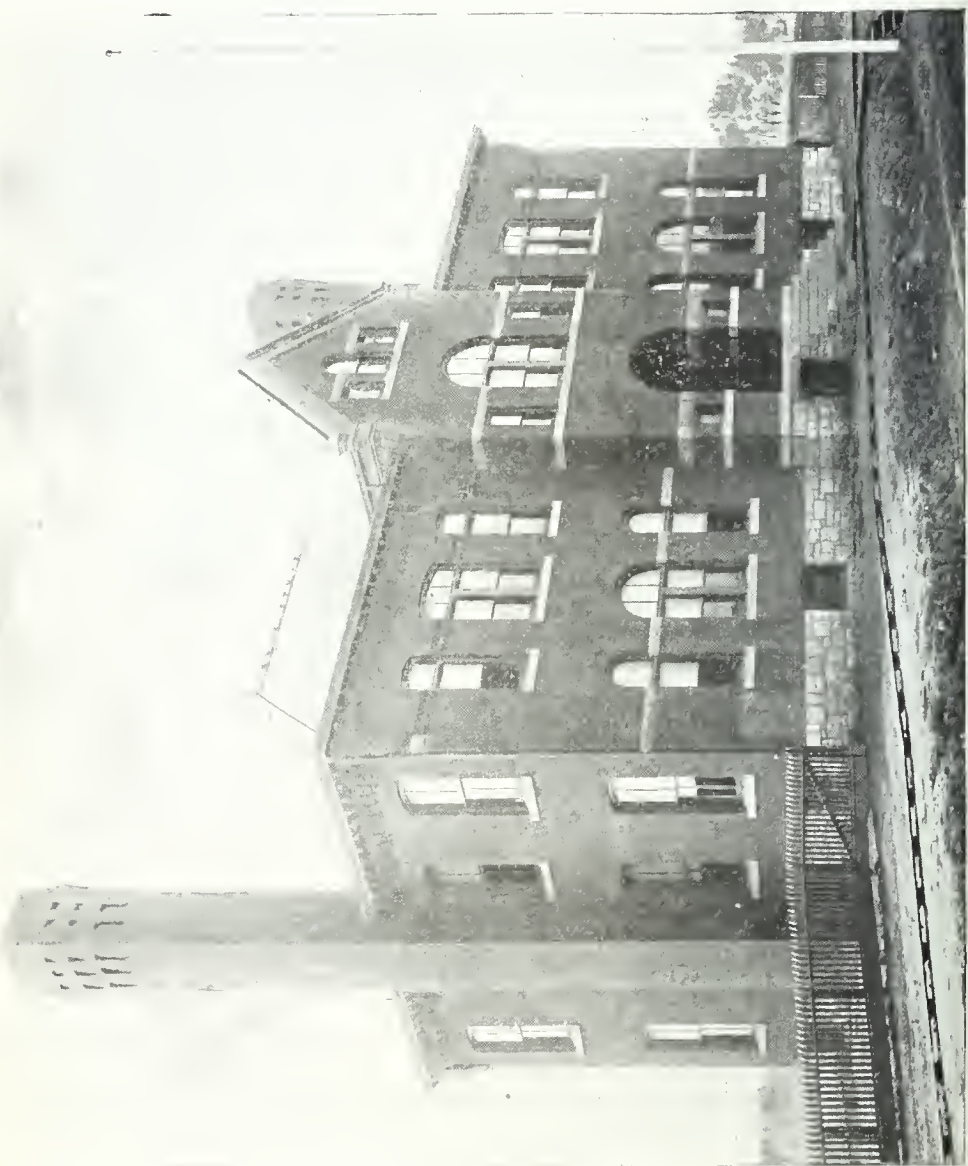
Language.—In this subject we have succeeded in eliminating what I regard as the unnecessary features of technical grammar, retaining only those features of that subject as are necessary in the formation of a good style.

Spelling.—This subject is now to a large extent taught by the sentence method, and I think the ancient method of teaching words apart from their environment as well as that of teaching words which the pupil cannot comprehend and will not use, and of teaching all words so rapidly that he cannot assimilate them, has very nearly gone into disuse in Trenton.

Penmanship.—Our work in penmanship is rapidly improving; we have introduced pen and ink down as far as the second year of school, and we are making very good progress in training our pupils in the use of movement in writing.

Geography.—In geography we have introduced the subject of commercial geography, and we have to a large extent abandoned methods of teaching which call for lists of geographical bodies and which demand the digestion of indigestible facts. Many of our schools daily use the Weather Bureau maps.





COLUMBUS SCHOOL.

Trenton, - - - Mercer County.

The Columbus School is located on Brunswick avenue. The lot has a frontage of 200 feet on the south side of Brunswick avenue, and extends south a distance of about 229 feet to a public alley.

The building is modified Romanesque in style of architecture, has a rock-face stone base of Trenton brownstone, with Newton stone window and door trimmings and a stretcher-brick superstructure. It is two stories in height, with a basement, and covers an area of 2,751 square feet. The dimensions are 67 feet 6 inches front and rear by 40 feet deep, with a projection at the front entrance 3 feet wide by 17 feet long. This has a pressed-brick arched opening, forming a vestibule, and will be closed with wrought-iron grilles.

The main approach is by a flight of smooth bluestone steps and platform 9 feet 6 inches long, which lead to a hall 15 feet wide running the full depth of the building, with two exits at the rear and opening on a porch. There are two hardwood open stairways in this hall, each 4 feet wide, running to the second story. The basement stairs are beneath them. There are two school-rooms on each floor, 24 feet 6 inches wide by 38 feet long, opening direct from the main hall and separated from it by brick walls. Each school-room has two cloak-rooms and a wash-basin. The general arrangement of class-rooms for both floors is the same. The second story has a teachers' retiring-room in addition to the class-rooms, and the hall on each story has two large closets for the storage of books, &c.

The Smead furnaces for heating and ventilation and the Smead dry-closet arrangements are in the basement. Two furnaces are required to heat the building. They are located on either side of the hallway, at the rear end of the building. The remainder of the space in the basement is arranged for a janitor's room and two play-rooms, which can be used by the pupils in stormy weather. They are of easy access and are entirely independent of each other. The framework of the roof is heavily trussed with yellow-pine timbers and covered with Peach Bottom slate. The cornices and pediment over the front entrance are of galvanized iron. The entire building is piped for gas and has running water on every floor. Cost, exclusive of furnishing, \$11,778.

Music.—The Normal System of music has been introduced into the schools and a competent supervisor appointed. We are making rapid progress in this subject.

Drawing.—We have also created the position of drawing supervisor, and we are broadening in our conception of the utility of this subject.

Kindergarten.—We have one successful kindergarten and some ten of our teachers are taking kindergarten instruction, with the intention of introducing kindergarten methods into the regular school work.

Evening Schools.—Evening schools show great progress. Four years ago they were in an exceedingly chaotic condition; they are now highly organized. Among the prominent features of our system of evening schools, is the specialization of teaching; each teacher in a school teaches a subject. The success of this method has been tested so thoroughly in this city as to leave no room for doubt as to its superiority. There is actual instruction given in the evening schools, and the specimens of work preserved from year to year show how material has been the advance of our pupils. In treating each subject taught at the evening schools, we have tried to determine what it is worth while to accomplish, and what can be accomplished in a given grade, and have succeeded. Our efforts to this end look to the exclusion of what is irrelevant.

While considering the evening school question I desire to speak with pleasure of the success of the Evening High School, which now enters upon its third year. Its four departments are, mathematics, book-keeping, stenography and drawing. The Board has provided ample accommodations for the students of mechanical drawing and the privileges have been fully appreciated. The students of our evening stenography class who have completed their course, have all taken positions as fast as they have applied. The book-keeping department has been enthusiastic.

Training of Teachers.—The greatest advance in Trenton, however, has been in the adoption of improved methods in the training of teachers. Formerly there were no methods whatever; we now have a well-equipped Training School, officered by a corps of trained teachers as good as is to be found in most training schools in the country. The course involves lessons in psychology and methods of teaching, on the basis of "Prince's Courses and Methods," and courses in methods in each of the following subjects: arithmetic, geography, drawing, music, language, writing, elementary science, kindergarten, reading and history. It comprehends also a course of reading in pedagogy, and eighteen weeks' practice in the Training School, said practice to be reviewed in a series of critic classes.

Psychology Class.—Among the uplifting facts in the educational history of this city, we must mention the Teachers' Psychology Class.

This consists of over one hundred teachers, who once a fortnight meet for the study of psychology. The subject is considered not theoretically, but in view of its bearing upon the actual practice of teaching. The enthusiasm of this class is one of the most hopeful signs of Trenton's advancement.

Teachers' Consulting Library.—A Teachers' Consulting Library of 1,000 volumes has been formed and teachers are using the literature constantly.

Appointment of Teachers.—Along with these advances in the training of teachers has come a change in the method of appointment of teachers; it is now possible to ascertain what teachers are fit for appointment, and the appointment is made on the basis of this fitness thus ascertained.

Examination and Promotion of Pupils.—In the matter of promotion the examination has taken a back seat. The system of honorary promotion has been introduced. By the operation of this system every pupil who, throughout the year, up to the date fixed for the annual examination, has averaged "good," is promoted with what is known as an "honorary certificate" and without examination. If a pupil does not reach this high average he is subjected to an examination, which counts one; his "term average" counting four in determining his standing; *i. e.* his work during the year is made four times as important as his work on examination. This does not put a premium on cramming for examination. The "term average" given is determined in what we regard a rational manner—the pupil is not marked from day to day, but his progress is estimated at the end of the month. By thus taking long periods of time we are able to judge more intelligently of his progress than by the microscopic method of daily marking. Besides the annual examination there is an examination in February, and this examination has been made somewhat unusual. At this time the standing of the pupil does not depend upon passing the test. I therefore felt myself free to carry out a scheme in the form of an examination which would have for its object to *suggest* rational methods of teaching. With this in view the question papers were prepared on the basis, not of the methods the teachers had been pursuing, but upon those which, in my judgment, they should pursue, that is, the examination was based, not on an actual but on an ideal state of things. The only limitation imposed was to keep within the scope of the work in each grade. The principals were notified that an examination of this character would be held and were clearly told its objects. They were requested to communicate the information to their teachers and to notify them that the results would be considered, not in view of the percentage obtained, but as showing the drift of the teacher's work; that the questions were meant to be suggestive rather than inquisitorial. The influence of this examination was magical. The strange and unheard-of questions

were received by the teachers with the greatest interest, and in many cases revolutionized methods of teaching.

New Course of Study in Preparation.—A new course of study is in course of preparation. In my judgment the requisites in every course of study are as follows:

1. The necessity for adapting the course to those who cannot complete it.
2. Abridgment in the treatment of the subjects now on the course to make room for other lines of instruction.
3. The co-ordination of studies, with a view of a more harmonious development of the pupil.
4. Consideration of the needs of the pupil as an individual rather than in the mass.
5. The evoking of advanced and independent thinking on the part of the teacher.

This course of study will probably be issued some time in the fall.

STATISTICAL TABLES.

(117)

Statistical Report, by Districts, for the County of ATLANTIC,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
ATLANTIC.									
Atlantic City.....	1	\$26,705 17	\$22,932 63	\$49,637 80	\$24,584 72	1,549 70	\$10,811 80	\$7,685 58	\$44,631 80
Absecon.....	12	449 95	850 59	1,300 54	877 50	55 67	120 42	100 00	1,153 59
Egg Harbor City...	47	3,047 20	1,000 00	4,047 20	2,860 00	116 50	31 06	690 27	3,697 83
Hammonton.....	48	4,181 04	4,350 00	8,531 04	5,114 00	285 51	1,308 34	386 51	7,094 36
Somers Point.....	6	532 87	415 00	947 87	405 00	35 25	430 66	49 17	920 08
Brigantine.....	2	349 48	75 00	424 48	315 00	16 05	.....	10 00	347 05
PLEASANT-VILLE.									
South Absecon.....	14	460 85	4 94	465 79	405 00	18 60	12 49	15 36	451 45
Pleasantville.....	15	992 60	13 39	1,005 99	693 00	44 68	73 35	17 46	828 49
Smith's Landing...	16	1,578 64	21 50	1,600 14	1,215 00	54 25	30 69	152 38	1,452 32
		3,032 09	39 83	3,071 92	2,313 00	117 53	116 53	185 20	2,732 26
LINWOOD.									
Linwood.....	19	560 62	50 00	6 10	475 00	24 45	.....	46 10	545 55
Seaview.....	20	681 91	.....	6 81	405 00	22 71	.....	166 53	594 24
		1,242 53	50 00	1,292 53	880 00	47 16	.....	212 63	1,139 79
GALLOWAY.									
Leeds Point.....	3	607 34	.....	607 34	495 00	26 19	.....	19 26	540 45
Smithville.....	4	552 75	.....	552 75	450 00	26 37	10 70	19 38	506 45
Port Republic.....	5	942 89	258 58	1,201 47	825 00	57 10	256 25	19 65	1,158 00
Germania.....	8	709 92	116 50	828 42	702 00	25 25	53 75	23 62	804 62
Centreville.....	9	449 91	.....	449 91	405 00	18 63	.....	21 44	445 07
Oceanville.....	10	383 53	188 80	572 33	315 00	18 97	188 80	30 90	553 67
North Absecon.....	11	352 48	.....	352 48	310 48	22 00	.....	20 00	352 48
Pomona.....	13	523 69	50 00	573 69	405 00	15 00	44 04	19 80	483 84
Egg Harbor City...	47	45 00	.....	45 00	.....	.....	.....	45 00	45 00
		4,567 51	613 88	5,181 39	3,907 48	209 51	553 54	219 05	4,889 58
EGG HARBOR.									
Bakersville.....	17	594 72	162 00	756 72	575 00	34 67	58 71	15 12	683 50
Bargaintown.....	18	513 83	35 00	548 83	405 00	24 05	.....	36 36	465 41
Steelemanville.....	21	534 46	.....	534 46	405 00	21 80	.....	25 29	452 09
Scullville.....	22	809 93	90 00	899 93	775 00	60 50	28 00	36 43	899 93
English Creek.....	23	455 48	.....	455 48	390 00	26 86	19 42	11 01	447 29
		2,908 42	287 00	3,195 42	2,550 00	167 88	106 13	124 21	2,948 22
WEYMOUTH.									
Estellville.....	24	614 96	.....	614 96	370 25	11 23	2 70	25 18	409 41
Hawkinsville.....	25	452 20	.....	452 20	315 00	13 00	16 16	21 50	365 66
Tuckahoe.....	26	583 99	.....	583 99	450 00	23 69	.....	48 59	522 28
Head of River.....	27	476 31	.....	476 31	210 00	17 20	3 15	10 00	240 35
		2,127 46	.....	2,127 46	1,345 25	65 17	22 01	105 27	1,537 70

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
1	\$125,000	2,725	9.5	2,115	.....	581	467	313	754	1,708	233	683	2,400	2	45	\$140 00	\$50 90
12	3,000	110	9	80	.....	16	26	20	18	48	.....	30	108	1	1	65 00	32 50
47	10,000	445	9.7	365	.....	261	34	17	53	237	2	96	340	1	5	94 44	41 11
48	23,000	793	9	585	.....	109	201	105	199	363	.....	30	475	1	10	100 00	40 00
6	3,000	57	9	48	.....	8	17	10	13	32	.....	13	52	.....	1	.....	45 00
2	600	22	7	19	.....	.....	2	5	12	10	.....	1	36	1	.....	45 00	.....
14	200	50	9	41	.....	4	12	5	20	21	.....	1	44	.....	1	.....	35 00
15	4,000	148	9	138	.....	91	35	7	5	94	.....	20	150	1	1	57 00	20 00
16	4,000	231	9	193	.....	49	61	31	52	134	.....	60	240	1	2	65 00	35 00
19	8,200	429	9	372	.....	144	108	43	77	229	.....	81	434	2	4	61 00	31 25
20	2,500	96	9	84	.....	14	23	13	34	44	.....	16	80	1	.....	52 75	.....
20	1,000	57	9	63	.....	24	19	7	13	40	.....	6	50	1	.....	45 00	.....
3	3,500	153	9	147	.....	38	42	20	47	84	.....	22	130	2	.....	48 88	.....
4	2,000	69	9	66	.....	20	33	3	10	49	.....	.....	62	.....	1	.....	55 00
5	750	67	9	56	.....	37	15	.....	4	34	.....	.....	62	.....	1	.....	50 00
8	1,200	129	9	100	.....	15	24	30	31	71	.....	.....	160	1	1	65 00	30 00
9	2,000	92	9	48	.....	.....	16	15	17	20	.....	22	60	1	1	68 00	30 00
10	600	57	9	44	.....	.....	4	16	7	12	.....	7	60	.....	1	.....	45 00
11	800	35	9	33	.....	4	14	8	7	23	.....	.....	40	.....	1	.....	35 00
12	400	30	9	33	.....	16	4	6	15	15	.....	6	40	.....	1	.....	35 00
13	400	77	9	40	.....	2	8	15	.....	24	.....	11	50	.....	1	.....	45 00
47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	8,150	556	9	420	.....	94	118	93	115	249	.....	46	534	2	8	66 55	32 50
18	2,500	80	9	77	.....	1	17	18	41	34	.....	20	96	1	1	50 00	25 00
21	2,500	45	9	45	.....	7	6	9	21	23	.....	8	46	.....	1	.....	45 00
21	1,000	36	9	45	.....	17	4	3	21	18	.....	.....	75	.....	1	.....	45 00
22	3,500	97	9	84	.....	23	31	15	15	21	.....	9	170	.....	.....	43 05	.....
23	1,800	34	9	45	.....	13	8	11	13	20	.....	.....	75	2	1	.....	45 00
24	11,300	292	9	294	.....	61	66	56	111	118	.....	37	462	3	4	45 36	40 00
25	100	53	9	24	.....	5	4	5	13	13	.....	1	32	.....	1	.....	35 00
26	350	15	9	14	.....	5	4	1	4	8	.....	2	34	.....	1	.....	35 00
27	1,200	59	9	39	.....	2	15	3	19	21	.....	10	70	1	.....	50 00	.....
27	100	17	7	13	.....	.....	2	8	3	10	.....	3	22	.....	1	.....	30 00
28	1,750	144	8.5	90	12	25	17	39	53	1	15	158	1	3	50 00	33 33

Statistical Report, by Districts, for the County of ATLANTIC,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Atlantic—Con.									
BUENA VISTA.									
East Vineland.....	28	\$551 42	\$25 00	\$576 42	\$360 00	\$37 25		\$15 96	\$413 21
Oak Road.....	29	680 86	196 76	877 62	405 00	20 75	\$121 29	20 06	567 10
Richland.....	30	474 33	395 60	869 93	405 00	26 00	361 23	20 05	812 28
Buena.....	32	538 85	40 65	579 50	360 00	31 75		23 92	415 67
Newtonville.....	33	437 15	25 00	462 15	370 00	14 00	25 00	19 85	428 85
Folsom.....	34	564 61	25 00	589 61	437 68	20 95	40 60		499 23
*Vine Road.....		44 87		44 87				40 00	40 00
*Downtown.....		38 50		38 50				4 05	4 05
		3,330 59	708 01	4,038 60	2,337 68	150 70	548 12	143 89	3,180 39
HAMILTON.									
*Du Costa.....	35	424 05		424 05	360 00	18 76	24 16		403 51
Weymouth.....	36	764 48		764 48	266 00	24 16	55 00	20 00	310 16
Mays Landing.....	38	1,721 90	200 00	1,921 90	1,552 50	55 35	170 33	20 00	1,798 18
Gravelly Run.....	39	596 33		596 33	405 00	10 75	11 80	20 00	447 55
Carmantown.....	40	316 44		316 44	270 00	15 00	23 39	8 55	316 94
		3,823 20	200 00	4,023 20	2,853 50	124 02	230 27	68 55	3,276 34
MULLICA.									
Nesco.....	42	280 00	15 00	295 00	240 00	14 95		21 73	276 68
Pleasant Mills.....	43	472 48	30 00	502 48	360 00	15 31	30 85	20 00	426 60
Elwood.....	44	582 42	195 00	777 42	600 00	33 78	7 85	85 84	727 46
Agricultural.....	45	371 61		371 61	315 00	11 75		23 04	349 79
Weeksville.....	46	364 89		364 89	270 00	22 00		28 72	329 79
		2,071 40	240 00	2,311 40	1,785 00	97 79	38 70	179 33	2,120 82
Summary.									
Atlantic City.....		26,705 17	22,932 63	49,637 80	24,584 72	1,549 70	10,811 80	7,685 58	44,631 80
Absecon.....		449 95	850 59	1,300 54	877 50	55 67	120 42	100 00	1,153 59
Egg Harbor City.....		3,047 20	1,000 00	4,047 20	2,860 00	116 50	31 06	690 27	3,697 83
Hammonton.....		4,181 04	4,350 00	8,531 04	5,114 00	285 51	1,308 34	386 51	7,094 36
Somers Point.....		532 87	415 00	947 87	405 00	35 25	430 66	49 17	920 08
Brigantine.....		349 48	75 00	424 48	315 00	16 05		10 00	341 05
Pleasantville.....		3,032 09	39 83	3,071 92	2,313 00	117 53	116 53	185 20	2,732 26
Linwood.....		1,242 53	50 00	1,292 53	880 00	47 16		212 63	1,139 79
Galloway.....		4,567 51	613 88	5,181 39	3,907 48	209 51	553 54	219 05	4,889 58
Egg Harbor.....		2,908 42	287 00	3,195 42	2,550 00	167 88	106 13	124 21	2,948 22
Weymouth.....		2,127 46		2,127 46	1,345 25	65 17	22 01	105 27	1,537 70
Buena Vista.....		3,330 59	708 00	4,038 60	2,337 68	150 70	548 12	143 89	3,180 39
Hamilton.....		3,823 20	200 00	4,023 20	2,853 50	124 02	230 27	68 55	3,276 34
Mullica.....		2,071 40	240 00	2,311 40	1,785 00	97 79	38 70	179 33	2,100 82
		58,368 91	31,761 94	90,130 85	52,128 13	3,038 44	14,317 58	10,159 66	79,643 81

* In two or more townships.

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
28	\$1,000	45	9	31	3	9	10	9	17	14	36	1	\$40 00
29	600	60	9	54	.....	12	11	12	29	22	.....	8	37	1	.....	\$45 00
30	1,500	90	9	80	.....	.....	12	14	54	51	.....	12	60	.....	1	45 00
32	400	58	9	40	.....	.....	6	11	23	23	.....	.....	36	.....	1	40 00
33	600	30	9	23	.....	6	7	5	5	15	.....	6	40	.....	1	41 00
34	500	67	9	46	.....	8	10	12	16	20	1	10	60	1	.....	47 50
.....	
.....	4,600	350	9	274	.....	19	55	64	137	154	1	50	279	2	4	46 25
35	400	23	9	12	.....	1	2	4	5	7	.....	4	20	.....	1	40 00
36	1,000	26	7	24	.....	.....	9	5	10	17	.....	.....	40	.....	1	38 00
38	3,000	307	9	260	.....	60	62	27	111	132	2	8	170	1	3	75 00
39	1,100	46	9	29	.....	15	9	2	3	18	.....	16	48	.....	1	45 00
40	50	10	9	9	.....	1	2	1	5	6	.....	.....	20	.....	1	30 00
.....	5,550	412	8.6	334	.....	77	84	39	134	180	2	28	318	1	7	75 00
42	600	52	6	30	.....	.....	2	7	21	19	.....	10	46	.....	1	40 00
43	800	29	9	32	.....	2	9	8	13	15	.....	6	34	.....	1	40 00
44	1,500	85	9	65	.....	19	6	12	28	29	.....	16	140	1	1	50 00
45	400	46	9	15	.....	2	5	4	4	9	.....	2	18	.....	1	35 00
46	400	11	8	8	.....	.....	2	3	3	4	.....	.....	18	.....	1	35 00
.....	3,700	223	8.2	150	.....	23	24	34	69	76	.....	34	256	1	5	50 00
.....	125,000	2,725	9.5	2,115	.....	581	467	313	754	1,708	233	683	2,400	2	45	140 00
.....	3,000	110	9	80	.....	16	26	20	18	48	.....	30	108	1	1	65 00
.....	10,000	445	9.7	365	.....	261	34	17	53	237	2	96	340	1	5	94 44
.....	23,000	793	9	585	.....	109	201	105	170	363	.....	30	475	1	10	100 00
.....	3,000	57	9	48	.....	8	17	10	13	32	.....	13	52	.....	1	45 00
.....	600	22	7	19	.....	.....	2	5	12	10	.....	1	36	1	.....	45 00
.....	8,200	429	9	372	.....	144	108	43	77	229	.....	81	434	2	4	61 00
.....	3,500	153	9	147	.....	38	42	20	47	77	.....	22	130	2	.....	48 88
.....	8,150	556	9	420	.....	94	118	93	115	249	.....	46	534	8	8	66 55
.....	11,300	292	9	294	.....	61	66	56	111	118	.....	37	462	3	4	45 36
.....	1,750	144	8.5	90	.....	12	25	17	39	53	1	15	158	1	3	50 00
.....	4,600	350	9	274	.....	19	55	64	134	154	1	50	279	2	4	46 25
.....	5,550	412	8.6	334	.....	77	84	39	134	180	2	28	318	1	7	75 00
.....	3,700	223	8.2	150	.....	23	24	34	69	76	.....	34	256	1	5	50 00
.....	211,350	6,711	8.8	5,293	.....	1,443	1,269	836	1745	3,542	239	1,166	5,982	20	97	67 03
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43 40

Statistical Report, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.							
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
BERGEN.									
RIDGEFIELD.									
Edgewater	1	\$1,488 46	\$10,299 40	\$11,787 86	\$1,366 25	\$36 25	\$5,480 94	\$729 48	\$7,612 92
Fort Lee.....	2	2,780 41	1,992 52	4,772 93	2,100 00	92 50	75 23	667 03	2,934 76
Coytesville.....	3	1,253 12	275 00	1,528 12	1,100 00	56 75	18 95	118 06	1,293 76
Fairview.....	4	1,821 53	986 65	2,808 18	1,340 00	59 25	26 70	262 97	1,688 92
Ridgefield.....	4 ¹ / ₂	881 08	1,741 38	2,622 46	550 00	57 75	96 46	111 51	815 72
Lower Teaneck.....	5	521 68	387 90	909 58	450 00	22 00	.....	99 33	571 33
Leonia.....	6	2,946 44	1,018 58	3,965 02	2,050 00	77 25	124 00	461 39	2,712 64
Ridgefield Park.....	6 ³ / ₈	1,233 43	7,973 88	9,207 31	1,200 00	65 78	6,068 98	486 26	7,821 02
		12,926 15	24,675 31	37,601 46	10,156 25	467 53	11,891 26	2,936 03	25,451 07
ENGLEWOOD.									
Englewood.....	7	13,224 91	3,423 40	16,648 31	8,210 00	457 62	1,352 92	3,479 06	13,499 60
Highland.....	8	720 04	128 79	848 83	575 00	16 50	97 82	52 09	741 41
Upper Teaneck.....	9	1,342 01	1,080 69	2,422 70	1,275 00	61 91	125 90	272 14	1,734 95
New Bridge.....	10	830 45	225 00	1,055 45	750 00	47 50	92 79	56 14	946 43
		16,117 41	4,857 88	20,975 29	10,810 00	583 53	1,669 43	3,859 43	16,922 39
PALISADE.									
Schraalenburg	11	1,800 89	5,732 91	7,533 80	1,800 00	56 77	5,333 32	282 83	7,472 92
*Bergenfield	67	.....	.....	.....	.....	.....	.....	.....	.....
Tenafly.....	12	2,240 00	962 76	3,202 76	1,920 00	158 90	654 70	360 43	3,094 03
Cresskill.....	13	800 00	1,242 49	2,042 49	800 00	55 40	808 00	139 95	1,803 35
		4,840 89	7,938 16	12,779 05	4,520 00	271 07	6,796 02	783 21	12,370 30
HARRINGTON.									
Demarest.....	14	500 00	135 54	635 54	500 00	26 45	72 50	10 00	608 95
Closter.....	15	1,627 69	1,385 79	3,013 48	1,600 00	81 35	100 00	759 33	2,540 68
Alpine.....	16	638 88	86 53	725 41	600 00	16 95	.....	66 63	683 58
Old Closter.....	17	700 00	417 24	1,117 24	700 00	22 00	.....	283 08	1,005 08
Norwood.....	18	805 91	404 92	1,210 83	750 00	33 00	69 10	90 82	942 92
Old Tappan.....	19	933 31	411 57	1,344 88	600 00	29 72	312 51	67 84	1,010 07
		5,205 79	2,841 59	8,047 38	4,750 00	209 47	554 11	1,277 70	6,791 28
WASHINGTON.									
River Vale.....	20	674 69	88 79	763 48	625 00	26 00	26 28	47 35	724 63
Old Hook.....	21	526 37	208 36	734 73	500 00	25 65	35 90	25 90	587 45
Westwood.....	21 ¹ / ₂	1,611 07	1,384 46	2,995 53	1,125 00	56 15	822 15	48 05	2,051 35
*Eastwood.....	68	.....	1,604 00	1,604 00	.....	.....	725 00	.....	725 00
Hillsdale.....	22	674 69	378 30	1,052 99	600 00	57 50	206 63	108 69	972 82
*Hillsdale Terrace	69	.....	5,090 00	5,090 00	.....	.....	1,428 00	.....	1,428 00
Pascack.....	23	945 35	200 73	1,146 08	925 00	42 35	130 10	39 89	1,137 34
		4,432 17	8,954 64	13,386 81	3,775 00	207 65	3,374 06	269 88	7,626 59

* New district.

State of New Jersey, for the School Year ending August 31, 1892.

	Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
					Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.							
1	1	\$12,500	241 10	123	19	33	21	20	29	76		66	200	12		\$68 31	
2	2	11,500	388 10	182	28	48	25	22	59	105	112	114	200	1	2	\$100 00	55 00
3	3	3,500	161 10.5	111		26	26	15	44	75	43		85	1	1	70 00	40 00
4	4	3,000	172 10	99			34	17	48	66	5		75	1	1	100 00	40 00
5	5	4,000	82 10.2	49	8	14	9	6	12	31	5		20	36	1		55 00
6	6	1,200	76 10.2	47		12	13	9	13	27			15	50	1		45 00
7	7	6,000	223 10.4	143	25	36	26	18	38	87			26	172	1		42 50
8	8	11,000	163 10.5	145	4	45	38	24	34	89	14	28	300	3	3	120 00	40 00
9	9	52,700	1,506 10.2	898	84	214	192	131	277	556	179	308	1,121	4	13	97 50	48 59
10	10	30,000	784 10.2	407	54	159	71	37	86	286	294	192	634	1	10	180 00	62 27
11	11	1,400	117 10	28		10	9	2	7	15	9	9	40		1		57 50
12	12	3,000	127 10.2	61	4	27	17	8	15	41	9	30	76	1	1	85 00	42 50
13	13	6,000	68 10	54	14	8	5	7	20	34		22	100	1		75 00	
14	14	40,400	1,096 10.1	550	72	204	92	54	128	376	312	253	850	3	12	113 33	60 23
15	15	6,500	103 10.2	152	2	47	33	20	50	96	6	29	100	1	2	90 00	48 50
16	16	5,500	100								6	32	100				
17	17	10,000	280 10.5	136	28	35	31	19	23	80	115	58	200	1	2	102 86	40 00
18	18	4,000	117 10	52		21	13	5	13	32	12	52	112	1		80 00	
19	19	26,000	600 10.2	340	30	103	77	44	86	208	139	171	512	3	4	90 95	44 25
20	20	1,500	77 10.5	39	17	9	3	2	8	24	12	27	36		1		50 00
21	21	7,000	193 10.2	133	13	47	25	12	36	88	18	67	118	1	2	85 00	37 50
22	22	1,200	82 10.5	60	11	11	23	9	6	42	3	18	56		1		60 00
23	23	2,000	53 10.5	36	13	5	9	7	2	22	2	19	60	1		70 00	
24	24	1,500	160 10.5	58		26	12	10	10	40	57	52	56	1		75 00	
25	25	2,800	87 10	69		24	13	5	27	37	5	19	70	1		60 00	
26	26	16,000	652 10.3	395	54	122	85	45	89	253	97	202	396	4	4	72 50	46 25
27	27	1,000	47 10.7	86		11	30	18	27	48	1	13	58	1		60 00	
28	28	2,000	63 10.5	53	1	10	15	17	10	31		23	60		1		50 00
29	29	6,000	141 10.5	109		30	36	17	26	66		48	142	1	1	80 00	32 50
30	30	2,000	78									15	50				
31	31	1,500	90 10	92		27	20	15	30	50		23	72		1		60 00
32	32	5,000	93								2	37	100				
33	33	4,500	217 10.7	170		80	20	33	37	93	1	51	106	1	1	60 00	32 50
34	34	22,000	729 10.5	510	1	158	121	100	130	288	4	210	588	3	4	66 67	43 75

Statistical Report, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS.	FINANCIAL STATEMENT.								
	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Bergen—Con.									
MIDLAND.									
Paramus.....	26	\$454 47	\$75 62	\$530 09	\$100 00	\$41 80	\$28 10	\$27 25	\$497 15
Arcola.....	27	545 11	239 00	784 11	500 00	24 59	10 28	70 84	605 71
Spring Valley.....	28	586 94	300 00	886 94	500 00	56 98	82 10	157 12	796 20
Oradell.....	29	1,362 19	650 00	2,012 19	1,140 00	37 74	617 35	86 48	1,881 57
River Edge.....	30	749 63	137 16	886 79	500 00	39 30	56	91 16	631 02
		3,698 34	1,401 78	5,100 12	3,040 00	200 41	738 39	432 85	4,411 65
NEW BARBADOES.									
State Street.....	31	6,783 21	2,189 43	8,972 64	6,050 00	280 43	720 73	1,921 48	8,972 64
Union Street.....	32	8,183 94	4,269 86	12,453 80	7,332 52	267 00	3,583 40	1,142 84	12,325 76
Hudson Street.....	33	3,239 86	1,853 87	5,093 23	2,550 00	100 35	38 85	1,141 14	3,830 34
Cherry Hill.....	51	823 21	461 18	1,284 39	700 00	31 50	3 60	396 25	1,131 35
		19,030 22	8,773 84	27,804 06	16,632 52	679 28	4,346 58	4,601 71	26,260 09
LODI.									
Little Ferry.....	33½	1,371 68	7,150 35	8,522 03	1,240 00	76 84	6,599 86	170 37	8,087 07
Moonachie.....	34	396 78	150 00	546 78	368 00	30 52	.....	80 36	478 88
Lodi.....	35	1,546 15	350 00	1,896 15	1,468 12	60 75	31 90	335 38	1,896 15
Hasbrouck Hghts.	35½	1,200 00	1,935 67	3,135 67	1,175 00	48 28	1,227 77	575 84	3,026 89
Woodridge.....	36	2,124 40	641 98	2,766 38	2,025 00	74 40	132 04	436 91	2,668 35
Carlstadt.....	37	3,892 38	1,308 43	5,200 81	3,126 73	89 00	1,124 24	431 47	4,771 44
*Passaic Park.....	66	.....	13,825 00	13,325 00	.....	.....	5,750 00	.....	5,750 00
		10,531 39	24,861 43	35,392 82	9,402 85	379 79	14,865 81	2,030 33	26,678 78
UNION.									
Kingsland.....	38	641 96	1,954 12	2,596 08	600 00	2 00	1,806 02	83 00	2,491 02
N. Belleville Bdge.	39	3,367 97	2,986 47	6,354 44	2,700 00	170 55	71 70	2,244 14	5,186 39
		4,009 93	4,940 59	8,950 52	3,300 00	172 55	1,877 72	2,327 14	7,677 41
Rutherford.....	40	8,647 20	17,875 61	26,522 81	7,400 00	276 76	7,740 31	2,145 71	17,562 78
BOILING SPRINGS.									
North Rutherford.	40½	3,150 84	1,107 52	4,258 36	2,750 00	93 50	98 99	382 22	3,324 71
East Passaic.....	41	1,743 22	979 92	2,723 14	1,655 00	61 14	154 51	318 23	2,188 88
		4,894 06	2,087 44	6,981 50	4,405 00	154 64	253 50	700 45	5,513 59

* New district.

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
26	\$2,500	92	10	48	.....	9	14	13	12	29	3	38	58	.....	1	.....	\$40 00
27	2,000	94	10.5	71	16	.....	9	5	29	39	.....	23	64	.....	1	.....	50 00
28	2,000	88	10.7	70	.....	11	12	23	24	32	6	29	68	.....	1	.....	50 00
29	4,800	194	10.5	129	28	32	20	19	30	81	1	72	106	1	1	\$75 00	39 00	
30	3,000	106	10	65	2	18	14	19	21	37	1	33	86	1	1	50 00	50 00	
31	14,300	574	10.3	383	46	91	69	70	107	218	11	195	376	1	5	75 00	45 80	
32	22,000	560	10	435	24	195	105	46	67	289	112	121	500	2	6	142 50	53 00	
33	28,000	603	10.2	532	55	281	67	37	92	401	36	103	600	2	8	141 46	54 06	
34	12,000	424	10	291	4	105	66	32	84	190	3	57	280	1	3	120 00	45 00	
35	3,500	75	10	47	6	21	7	3	10	33	2	20	80	1	.....	70 00	.....
36	65,500	1,662	10	1,305	89	602	243	118	253	913	153	301	1,460	6	17	126 32	52 09	
37	9,000	200	10.5	150	3	43	33	29	42	101	1	51	320	.....	3	.....	44 50
38	1,200	64	10	44	1	1	13	5	24	16	.....	15	36	.....	1	.....	36 80
39	3,500	312	10.7	233	23	74	40	28	68	141	7	117	200	.....	3	.....	45 33
40	5,500	97	9.5	75	.....	41	7	10	17	47	4	31	112	.....	2	.....	58 75
41	9,000	307	11	209	30	63	39	25	52	121	15	74	200	1	3	100 00	40 00	
42	10,000	321	10.5	256	179	27	9	9	32	191	17	98	270	2	2	100 00	46 25	
43	13,000	193	.....	.....	.....	.....	.....	.....	.....	.....	15	76	200	.....	.....	.....	.....
44	51,200	1,494	10.3	967	236	249	141	106	235	617	59	462	1,338	3	14	100 00	45 45	
45	2,500	119	10	20	.....	2	6	1	11	8	5	26	60	1	.....	60 00	.....
46	10,500	375	10	312	1	94	79	51	87	186	32	80	236	1	4	90 00	45 00	
47	13,000	497	10	332	1	96	85	52	98	194	37	106	296	2	4	75 00	45 00	
48	37,975	627	10	524	4	276	95	41	108	390	52	144	468	1	10	170 00	57 00	
49	11,000	364	10	262	6	134	45	20	57	184	53	89	264	1	3	120 00	51 66	
50	6,000	92	10	189	2	74	49	27	37	92	5	29	100	1	2	80 00	45 00	
51	17,000	456	10	451	8	208	94	47	94	276	58	118	364	2	51	100 00	49 00	

Statistical Report, by Districts, for the County of BERGEN,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Bergen—Con.										
SADDLE RIVER										
Garfield.....	42	\$3,756 65	\$4,852 74	\$8,609 39	\$3,045 00	\$198 84	\$3,574 22	\$1,427 29	\$5,245 35	
Dundee Lake.....	42½	740 82	109 07	849 89	472 50	34 13	17 50	35 50	559 63	
Fairlawn.....	43	475 00	353 39	828 39	420 65	23 41	22 50	65 75	532 31	
*Rochelle Park.....	65		5,112 50	5,112 50						
		4,972 47	10,427 70	15,400 17	3,938 15	256 38	3,614 22	1,528 54	9,337 29	
RIDGEWOOD.										
Ridgewood Grove.....	44	585 67	244 24	829 91	565 00	15 75	46 25	45 95	672 95	
Paramus Church....	45	754 47	429 89	1,184 36	700 00	27 60	85 41	127 67	940 68	
Ridgewood.....	61	3,424 47	1,688 59	5,113 06	2,975 00	182 75	710 98	748 61	4,617 34	
		4,764 61	2,362 72	7,127 33	4,240 00	226 10	842 64	922 23	6,230 97	
FRANKLIN.										
Midland Park.....	46	1,930 34	1,050 00	2,980 34	1,918 60	105 10	614 34	297 76	2,935 80	
Union.....	47	375 00		375 00	329 38	25 62		20 00	375 00	
Wyckoff.....	48	375 00	11 37	386 37	331 04	23 96	11 37	20 00	386 37	
Sicomac.....	49	375 00		375 00	330 00	25 00		20 00	375 00	
Western.....	50	375 00	19 25	394 25	329 00	26 00		20 00	375 00	
Oakland.....	52	482 59	150 00	632 59	436 99	25 60	150 00	20 00	632 59	
Campgaw.....	53	379 00	130 24	509 24	333 70	25 30	125 00	20 00	504 00	
		4,291 93	1,360 86	5,652 79	4,008 71	256 58	900 71	417 76	5,583 76	
ORVIL.										
Chestnut Ridge.....	24	449 41	20 86	470 27	360 00	21 36	5 60	35 66	422 62	
Saddle Riv. Valley	25	435 24	11 36	446 60	404 00	22 60		20 00	446 60	
Hohokus.....	54	484 33	13 27	497 60	440 80	20 80	14 85	17 40	493 85	
Waldwick.....	64	594 47	437 79	1,032 26	550 00	22 20	389 75	17 11	979 06	
Allendale.....	55	748 26	642 48	1,390 74	600 00	65 06	216 25	391 25	1,272 56	
Upper Saddle Riv.	59	375 00		375 00	330 00	23 34	1 65	20 00	374 99	
		3,086 71	1,125 76	4,212 47	2,684 80	175 36	628 10	501 42	3,989 63	
HOHOKUS.										
Ramseys.....	56	1,209 02	26 82	1,235 84	1,165 00	30 63		26 60	1,222 23	
Darlington.....	57	589 97		589 97	500 00	64 46		20 00	584 46	
Mahwah.....	58	748 72	100 00	848 72	500 00	41 50	59 50	20 00	621 00	
Masonicus.....	60	394 50		394 50	330 00	20 85		20 00	370 85	
Riverdale.....	62	304 77		304 77	252 00	20 34		20 00	292 34	
		3,246 98	126 82	3,373 80	2,747 00	177 78	59 50	106 60	3,090 88	

* New district.

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
42	\$10,000	486	10.5	383	34	106	62	56	125	217	12	85	300	1	4	\$110 00	\$45 00
42 1/2	1,500	108	10.5	61	.....	19	7	5	30	34	10	27	52	.....	1	.....	45 00
43	2,500	61	10	42	6	5	6	4	18	16	2	19	40	.....	1	.....	40 00
65	5,000	68	.....	.....	.....	.....	.....	.....	.....	.....	4	21	100	.....	.....	.....	.....
	19,000	723	10.3	486	40	133	75	65	173	267	28	152	492	1	6	110 00	44 17
44	1,500	106	11	82	.....	10	18	13	41	41	1	59	50	1	.....	56 50	.....
45	4,000	109	10	64	.....	16	10	9	29	27	7	46	70	1	.....	70 00	.....
61	6,500	259	10.5	196	10	63	46	20	57	128	24	83	180	1	4	100 00	49 25
	12,000	474	10.5	342	10	89	74	42	127	196	32	188	300	3	4	75 50	49 25
46	6,500	436	10.5	314	23	79	48	61	103	188	.....	158	180	1	3	80 00	45 15
47	1,000	70	10	34	8	10	3	4	9	15	.....	19	48	.....	1	.....	33 33
48	1,000	53	10	39	.....	13	14	4	8	25	6	16	40	.....	1	.....	33 33
49	1,000	58	9	25	.....	18	6	1	.....	21	.....	14	24	.....	1	.....	36 67
50	1,000	63	9.7	46	.....	5	9	4	28	18	.....	12	42	.....	1	.....	38 75
52	1,000	106	10	73	.....	12	18	13	30	35	.....	28	60	.....	1	.....	43 70
53	1,000	58	10	43	.....	6	16	11	10	25	.....	17	56	.....	1	.....	33 37
	12,500	844	9.8	574	31	143	114	98	188	327	6	264	450	1	9	80 00	38 84
24	1,000	48	9	28	.....	1	5	10	12	12	.....	13	40	.....	1	.....	40 00
25	1,600	83	10	68	35	5	8	2	18	45	7	15	52	1	.....	40 00	.....
54	1,500	101	9.7	57	.....	19	6	6	26	39	16	38	45	.....	1	.....	45 00
64	2,000	62	10	51	.....	8	17	6	20	29	1	12	45	1	.....	55 00	.....
55	2,500	89	10	70	.....	22	11	8	29	33	12	16	75	1	.....	60 00	.....
59	1,000	53	9	51	.....	8	16	9	18	27	1	14	44	.....	1	.....	36 67
	9,600	436	9.6	325	35	63	63	41	123	185	37	108	301	3	3	51 67	40 56
56	7,500	211	10	159	.....	28	49	26	56	94	3	48	200	1	2	70 00	30 00
57	15,000	84	9	63	.....	27	8	16	12	32	2	24	66	1	.....	50 00	.....
58	1,000	139	10	79	.....	31	18	18	12	54	9	50	52	.....	1	.....	50 00
60	1,000	50	9	40	.....	9	14	2	15	20	.....	14	40	.....	1	.....	36 67
62	1,000	38	9	32	.....	10	10	6	6	12	.....	10	40	.....	1	.....	28 00
	25,500	522	9.4	373	.....	105	99	68	101	212	14	146	398	2	5	60 00	34 93

Statistical Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Bergen—Con.									
Summary.									
Ridgefield.....		\$12,926 15	\$24,675 31	\$37,601 46	\$10,156 25	\$467 53	\$11,891 26	\$2,936 03	\$25,451 07
Englewood.....		16,117 41	4,857 88	20,975 29	10,810 00	583 53	1,669 43	3,859 43	16,922 39
Palisade.....		4,840 89	7,938 16	12,779 05	4,520 00	271 07	6,796 02	783 21	12,370 30
Harrington.....		5,205 79	2,841 59	8,047 38	4,750 00	209 47	554 11	1,277 70	6,791 28
Washington.....		4,432 17	8,954 64	13,386 81	3,775 00	207 65	4,374 06	269 88	7,626 59
Midland.....		3,698 34	1,401 78	5,100 12	3,040 00	200 41	738 39	432 85	4,411 65
New Barbadoes.....		19,030 22	8,773 81	27,804 06	16,632 52	679 28	4,346 58	4,601 71	26,260 09
Lodi.....		10,581 39	24,861 43	35,392 82	9,402 85	379 79	14,865 81	2,030 33	26,678 78
Union.....		4,009 93	4,940 59	8,950 52	3,300 00	172 55	1,877 72	2,327 14	7,677 41
Rutherford.....		8,647 29	17,875 61	26,522 81	7,400 00	276 76	7,740 31	2,145 71	17,562 78
Boiling Springs.....		4,894 06	2,087 44	6,981 50	4,405 00	154 64	253 50	700 45	5,513 59
Saddle River.....		4,972 47	10,427 70	15,400 17	3,938 15	256 38	3,614 22	1,528 54	9,337 29
Ridgewood.....		4,764 61	2,362 72	7,127 33	4,240 00	226 10	842 64	922 23	6,230 97
Franklin.....		4,291 93	1,360 86	5,652 79	4,008 71	256 58	900 71	417 76	5,583 76
Orvil.....		3,086 74	1,125 76	4,212 47	2,684 80	175 36	628 10	501 42	3,989 68
Hohokus.....		3,246 98	126 82	3,373 80	2,747 00	177 78	59 50	106 60	3,090 88
		114,696 25	124,612 13	239,308 38	95,810 28	4,694 88	60,152 36	24,840 90	185,498 51
BURLINGTON.									
BURLINGTON.									
Union.....	1	11,242 20	1,271 42	12,513 62	8,740 00	18 55	.....	1,291 42	10,049 97
Irlick.....	2	461 15	200 00	661 15	380 00	28 57	135 96	20 00	564 53
Mitchell.....	3	552 83	.....	552 83	315 00	29 00	.....	13 35	357 35
Oakland.....	4	386 26	191 03	580 29	341 00	24 75	150 00	20 00	535 75
		12,642 44	1,665 45	14,307 89	9,776 00	100 87	285 96	1,344 77	11,507 00
FLORENCE.									
Florence.....	5	2,106 79	638 61	2,745 40	2,000 00	81 50	327 60	217 26	2,626 36
Lloyd.....	6	380 50	26	380 76	332 50	29 26	.....	20 00	381 76
Lower Mansfield.....	7	375 00	.....	375 00	351 00	14 00	.....	10 00	375 00
		2,862 29	638 87	3,501 16	2,683 50	124 76	327 60	247 26	3,383 12
MANSFIELD.									
Grove.....	8	430 92	.....	430 92	325 00	18 50	.....	20 00	363 50
Columbus.....	9	1,003 13	328 86	1,331 99	832 50	41 34	337 50	33 87	1,245 21
Georgetown.....	10	436 98	13 86	450 84	350 00	21 87	.....	20 00	391 87
Mansfield.....	11	429 54	75 00	504 54	335 62	19 38	75 00	20 00	450 00
Three Tuns.....	12	499 84	4 53	504 37	418 66	24 00	.....	20 00	462 86
		2,800 41	422 25	3,222 66	2,261 98	125 09	412 50	113 87	2,913 44
BORDENTOWN.									
Mansfield Square.....	13	383 43	.....	383 43	330 00	28 30	.....	20 00	378 30
Fieldsborough.....	14	1,077 58	400 36	1,477 94	820 00	64 50	188 60	123 33	1,196 43
Bordentown.....	15	8,958 01	1,600 87	10,558 88	8,316 42	223 40	786 42	918 96	10,245 20
		10,419 02	2,001 23	12,420 25	9,466 42	316 20	975 02	1,062 29	11,819 93

State of New Jersey, for the School Year ending August 31, 1892.

	Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
					Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
.....		\$52,700	1,506	10.2	898	84	214	192	131	277	556	179	308	1,121	4	13	\$97 50	\$48 59	
.....		40,400	1,096	10.1	550	72	204	92	54	128	376	312	253	850	3	12	113 33	60 23	
.....		26,000	600	10.2	340	30	103	77	44	86	208	139	171	512	3	4	90 95	44 25	
.....		16,000	652	10.3	395	54	122	85	45	89	253	97	202	396	4	4	72 50	46 25	
.....		22,000	729	10.5	510	1	158	121	100	130	288	4	210	588	3	4	66 67	43 75	
.....		14,300	374	10.3	383	46	91	69	70	107	218	11	195	376	1	5	75 00	45 80	
.....		65,500	1,662	10	1,305	89	602	243	118	253	913	153	301	1,460	6	17	126 32	52 09	
.....		51,200	1,494	10.3	967	236	249	141	106	235	617	59	462	1,338	3	14	100 00	45 45	
.....		13,000	497	10	332	1	96	85	52	98	194	37	106	296	2	4	75 00	45 00	
.....		37,975	627	10	524	4	276	95	41	108	390	52	144	468	1	10	170 00	57 00	
.....		17,000	456	10	451	8	208	94	47	94	276	58	118	364	2	5	100 00	49 00	
.....		19,000	723	10.3	486	40	133	75	65	173	267	28	152	492	1	6	110 00	44 17	
.....		12,000	474	10.5	342	10	89	74	42	127	196	32	188	300	3	4	75 50	49 25	
.....		12,500	844	9.8	574	31	143	114	98	188	327	6	264	450	1	9	80 00	38 84	
.....		9,600	436	9.6	325	35	63	63	41	123	185	37	108	301	3	3	51 67	40 56	
.....		25,500	522	9.4	373	.....	105	99	68	101	212	14	146	398	2	5	60 00	34 93
1		434,675	12,892	10.1	8,755	741	2,856	1719	1122	2317	5,476	1,218	3,328	9,710	42	119	91 36	47 86	
2		38,000	1,739	10.5	1,074	26	275	271	163	339	612	213	207	968	2	16	90 47	40 71	
3		1,500	85	9.5	61	.....	11	11	10	29	29	10	5	70	.....	1	.....	40 00
4		1,000	49	9	50	.....	3	4	14	29	16	.....	2	64	.....	1	.....	35 00
5		500	50	9	37	.....	3	6	15	13	18	.....	6	60	.....	1	.....	37 88
6		41,000	1,923	9.5	1,222	26	292	292	202	410	675	223	220	1,172	2	19	90 47	48 79	
7		8,500	400	10	338	.....	68	73	74	123	136	4	6	330	1	4	60 00	35 00
8		600	63	9.5	66	.....	2	15	15	34	30	1	7	48	.....	1	.....	35 00
9		1,500	36	10	23	.....	5	4	4	10	11	.....	7	68	1	.....	35 10	.....
10		10,600	499	9.8	427	.....	75	92	93	167	177	5	20	446	2	5	47 55	35 00
11		500	56	10	44	.....	5	6	14	19	18	2	9	36	.....	1	.....	32 50
12		3,000	151	9	113	.....	17	29	24	43	61	21	52	140	1	1	60 00	32 50
13		500	62	10	39	.....	3	10	11	15	18	5	16	50	.....	1	.....	35 00
14		500	45	10	39	.....	.....	10	6	23	15	1	1	80	.....	1	.....	33 56
15		600	73	10	52	.....	7	10	18	17	26	4	28	60	.....	1	.....	41 88
16		5,100	387	9.8	287	.....	32	65	73	117	138	33	106	366	1	5	60 00	35 09
17		500	49	9.5	28	.....	14	1	5	8	15	2	2	40	.....	1	.....	35 00
18		3,000	169	10.3	130	1	24	40	31	34	68	5	28	206	.....	2	.....	41 00
19		16,500	1,481	9	554	.....	75	173	112	194	300	431	395	764	2	11	110 62	53 80
20		20,000	1,699	9.6	712	1	113	214	148	236	383	438	425	1,010	2	14	110 62	50 62	

Statistical Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Burlington— Con.									
BEVERLY.									
Beverly	16	\$2,919 57	\$1,734 28	\$4,653 85	\$5,375 00	\$172 70	\$587 72	\$520 52	\$4,655 94
River	17	375 00	324 57	699 57	360 00	26 25	209 50		595 75
Delanco	18	977 47	200 00	1,177 47	800 00	33 11	118 14		951 25
		4,272 04	2,258 85	6,530 89	4,535 00	232 06	915 36	520 52	6,202 94
CINNAMINSON.									
New Albany	21	669 09		669 09	378 00	10 00		20 00	408 00
Riverton	22	1,292 37	5,482 29	6,774 66	960 00	82 15	1,316 90	225 42	2,584 47
Cinnaminson	23	2,854 87	1,237 25	4,092 12	2,600 00	129 61	971 13	322 66	4,023 40
Westfield	24	1,047 20		1,047 20	896 75	50 00		28 75	975 50
		5,863 53	6,719 54	12,583 07	4,834 75	271 76	2,288 03	596 83	7,991 37
DELRAN.									
Riverside	19	1,843 59	128 81	1,972 40	1,760 00	43 50	113 28	20 00	1,936 78
West Chester	20	375 00		375 00	337 75	17 25		20 00	375 00
Bridgeboro	25	640 88	200 00	840 88	495 50	29 28		25 00	549 78
Chesterville	26	379 85	45 75	425 60	340 00	10 09		65 75	415 84
		3,239 32	374 56	3,613 88	2,933 25	100 12	113 28	130 75	3,277 40
CHESTER.									
Chesterford	27	406 02	359 04	765 06	332 50	24 39		170 33	527 22
Chester Brick	28	492 82		492 82	351 00	22 25		16 80	390 05
Moorestown	29	4,263 71	2,020 74	6,284 45	3,585 62	40 75	1,137 63	468 40	5,232 40
Poplar Grove	30	461 13	48 53	509 96	315 00	15 00	5 60	23 00	358 60
		5,623 68	2,428 61	8,052 29	4,584 12	102 39	1,143 23	678 53	6,508 27
WILLINGBORO.									
Town House	31	1,007 41	16 28	1,023 69	450 00	15 00	15 44	20 00	500 44
Rancocas	32	959 62	46 75	1,006 37	702 00	53 00	32 20	26 75	813 95
		1,967 03	63 03	2,030 06	1,152 00	68 00	47 64	46 75	1,314 39
WESTAMPTON.									
Timbuctoo	33	301 45		301 45	231 00	19 14	8 50	11 00	269 64
Union	34	424 92	119 81	544 73	360 00	19 25	25 50	20 00	424 75
		726 37	119 81	846 18	591 00	38 39	34 00	31 00	694 39
EASTAMPTON.									
Smithville	35	569 67	958 19	1,527 86	855 00	139 37	515 59	44 53	1,554 49
Ewan	36	275 00		275 00	246 50	8 50		20 00	275 00
		844 67	958 19	1,802 86	1,101 50	147 87	515 59	64 53	1,829 49

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.									Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.									
16	\$23,000	600	9.5	340	.....	27	50	101	162	152	124	172	500	1	6	\$100 00	\$39 58	
17	1,200	57	9	39	.....	1	13	8	17	19	4	.....	50	.....	1	.....	40 00
18	1,800	147	10	104	.....	38	29	13	24	33	15	34	80	.....	2	.....	40 00
21	26,000	804	9.5	483	.....	66	92	122	203	204	143	206	630	1	9	100 00	39 72	
	1,800	55	9	37	.....	4	9	11	13	18	3	8	70	1	.....	42 00	.....	
	7,375	316	9.7	163	.....	33	48	30	52	94	69	13	200	.....	2	.....	48 00
	5,000	503	10	370	.....	112	104	62	90	231	36	135	338	.....	1	.....	37 14
24	4,000	175	10	105	.....	13	28	22	42	66	18	43	140	1	1	55 00	50 00	
19	18,175	1,049	9.4	675	2	162	189	125	197	409	126	199	748	2	10	48 50	40 60		
	3,000	431	10	163	.....	28	26	39	70	89	78	21	165	1	2	95 00	45 00	
	1,000	77	9	45	.....	4	18	8	15	25	18	9	60	1	.....	37 52	.....	
	1,800	117	9	73	.....	12	14	19	38	28	12	23	120	1	1	60 00	32 50	
26	2,000	52	9	34	.....	5	5	10	14	15	8	7	50	.....	1	.....	37 77
27	7,800	677	9.3	315	.....	39	63	76	137	157	116	60	395	3	4	64 17	40 07	
	1,500	55	9.5	34	.....	7	5	10	12	12	12	19	50	.....	1	.....	35 00
	700	56	9.8	32	.....	1	7	8	16	13	6	16	60	.....	1	.....	36 00
	15,500	682	9.5	432	58	64	90	68	152	230	149	153	482	1	8	85 00	36 25		
30	1,200	60	9	27	.....	3	12	6	6	17	10	15	48	.....	1	.....	35 00
31	18,900	853	9.5	525	58	75	114	92	186	272	177	203	640	1	11	85 00	36 00		
	600	96	10	66	.....	11	10	18	27	37	4	5	46	.....	1	.....	45 00
	6,000	135	9	101	.....	6	23	22	50	47	26	5	200	.....	2	.....	39 00
	6,600	231	9.5	167	.....	17	33	40	77	84	30	10	246	.....	3	.....	56 00
33	300	40	7	20	.....	.....	11	1	8	11	.....	.....	50	.....	1	.....	33 00
34	1,500	54	9	36	.....	.....	4	11	21	23	.....	6	60	1	.....	40 00	.....	
35	1,800	94	8	56	.....	.....	15	12	29	34	.....	6	110	1	1	40 00	33 00
	3,000	109	9	106	.....	23	30	25	28	58	2	15	136	.....	2	.....	48 83
	800	49	8	32	.....	1	4	5	22	10	2	13	40	.....	1	.....	38 81
	3,800	158	8.5	138	.....	24	34	30	50	68	4	28	176	.....	3	.....	45 49

Statistical Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Burlington— Con.									
SPRINGFIELD.									
Scott.....	37	\$670 95	\$17 21	\$688 16	\$315 00	\$28 63	\$9 47	\$22 50	\$375 60
Willow Grove.....	38	494 93	26 02	520 95	322 50	1 00		35 50	359 00
Old Springfield.....	39	486 12	13 99	500 11	300 00	25 25		30 00	355 25
Mount.....	40	407 40	54 85	462 25	315 00	23 90	18 90	20 00	377 80
Juliestown.....	41	483 20	28 55	511 75	480 80	12 00		18 95	511 75
Jobstown.....	42	506 84	25 06	531 90	490 00	1 47		24 41	515 88
Springfield.....	43	375 00	65 62	440 62	370 00	18 65	8 72	14 00	411 37
		3,427 44	231 30	3,655 74	2,593 30	110 90	37 09	165 36	2,906 65
CHESTER- FIELD.									
Sykesville.....	44	496 78		496 78	390 00	20 00		20 00	430 00
Recklesstown.....	45	472 51	23 43	495 94	400 00	17 86		24 44	442 30
Black's Bridge.....	46	415 35	50 00	465 35	333 33	24 33	37 79	20 00	415 45
Crosswicks.....	47	1,044 94	401 88	1,446 82	900 00	53 50	150 00	105 35	1,208 85
Extontown.....	48	730 24		730 24	380 00	24 83		20 00	424 83
		3,159 82	475 31	3,635 13	2,403 33	140 52	187 79	189 79	2,921 43
NEW HANOVER.									
Harrison.....	49	416 52		416 52	350 00	11 65		12 90	374 55
Jacobstown.....	50	375 20		375 20	360 00	13 45		13 00	386 45
Cookstown.....	51	652 63		652 63	500 00	23 42		19 25	542 67
Cranberry.....	51½	387 20		387 20	320 00	23 35	4 20	20 00	367 55
Wrightstown.....	52	483 78		483 78	463 78			20 00	483 78
Pointville.....	53	466 23	110 00	576 23	423 00	14 70	13 63	100 87	552 20
		2,781 56	110 00	2,891 56	2,416 78	86 57	17 83	186 02	2,707 20
PEMBERTON.									
New Hanover.....	54	283 00		283 00	259 00	13 00	10 00	20 00	282 00
Brown's Mills.....	55	515 17		515 17	450 00	21 75		22 70	494 45
New Lisbon.....	56	336 27		336 27	315 00	24 26		26 00	365 26
Coates.....	57	350 17	51 89	402 06	370 00	16 50	4 88	20 00	411 38
Pemberton.....	58	1,690 35	525 09	2,215 35	1,644 00	63 00	123 68	168 18	1,998 86
Magnolia.....	59	836 25	153 04	989 29	610 00	22 40	122 99	24 67	780 06
Birmingham.....	60	494 57		494 57	390 00			40 00	430 00
		4,505 78	729 93	5,235 71	4,018 00	160 91	261 55	321 55	4,762 01
SOUTH- AMPTON.									
Lane.....	61	422 24		422 24	315 00	32 07		23 20	370 27
Buddtown.....	62	755 03		755 03	366 00	29 00		23 41	412 41
Vincentown.....	63	1,387 04		1,387 04	1,260 00	80 01		32 44	1,372 45
Retreat.....	64	375 35		375 35	300 00	16 75		22 80	339 55
Beaver Dam.....	65	585 13		585 13	315 00	42 25		22 95	380 20
Freedom.....	66	376 94		376 94	333 00	23 94		20 00	376 94
		3,901 73		3,901 73	2,885 00	224 02		144 80	3,251 82

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
37	\$1,000	50	9.3	34	.....	.....	5	9	20	15	.....	.....	70	1	.....	\$35 00	.....
38	300	62	10	39	.....	3	6	9	21	14	4	2	40	.....	1	.....	30 00
39	500	45	10	32	.....	8	6	3	15	16	12	12	60	.....	1	.....	30 00
40	800	44	9	38	.....	1	4	8	25	14	.....	9	60	.....	1	.....	35 00
41	1,200	89	10	65	.....	9	10	14	32	30	12	18	70	.....	1	.....	48 08
42	2,000	111	9.5	82	.....	14	12	13	43	37	2	22	68	.....	1	.....	51 70
43	300	50	10	47	5	6	11	7	18	19	.....	.....	48	.....	1	.....	37 00
	6,100	451	9.7	337	5	41	54	63	174	143	13	51	416	1	6	35 00	38 63	
44	600	60	9.5	55	.....	19	7	14	15	17	1	8	64	1	.....	40 00	.....
45	1,200	83	10	61	9	14	8	18	12	17	3	2	80	.....	1	.....	40 00
46	500	52	10	27	.....	.....	4	4	19	7	12	16	40	.....	1	.....	33 33
47	1,000	183	10	91	.....	13	19	20	39	42	44	29	118	2	.....	.....	45 00
48	500	71	11	52	3	7	6	11	25	22	2	16	59	.....	1	.....	34 54
	3,800	449	10.1	286	12	53	44	67	110	105	62	71	361	1	5	40 00	39 57	
49	500	23	10	22	.....	2	2	6	12	8	2	9	50	.....	1	.....	35 00
50	600	70	9	50	.....	14	12	19	5	22	1	19	60	1	.....	40 00	.....
51	500	89	10	67	4	10	16	37	26	.....	.....	11	60	1	.....	50 00	.....
1 1/2	1,200	56	8	21	.....	.....	4	5	12	10	.....	22	80	1	.....	40 00	.....
52	1,400	80	10	75	.....	9	6	19	41	29	1	1	80	1	.....	46 00	.....
53	1,500	70	9	67	.....	8	6	16	37	19	.....	.....	88	1	.....	47 00	.....
	5,700	388	9.3	302	.....	37	40	81	144	114	4	62	418	5	1	44 60	35 00
54	200	19	6	16	.....	.....	.....	7	9	10	3	.....	40	.....	1	.....	40 00
55	600	90	9	81	.....	.....	11	17	53	38	.....	14	80	.....	1	.....	50 00
56	500	61	9	49	.....	1	5	20	23	21	2	.....	62	.....	1	.....	35 00
57	800	57	9.3	44	.....	20	6	5	13	17	.....	3	50	.....	1	.....	40 00
58	6,000	243	9	186	.....	12	46	51	77	90	11	54	350	1	3	75 00	35 00
59	800	106	9	82	.....	6	21	20	35	40	.....	19	70	2	.....	45 00	.....
60	1,500	57	10	50	.....	3	5	14	28	20	1	8	80	.....	1	.....	39 00
	10,400	633	8.8	508	.....	42	94	134	238	236	17	98	732	3	8	55 00	38 62
61	1,000	64	9	55	.....	6	14	9	26	27	4	5	60	.....	1	.....	35 00
62	1,500	64	9	47	.....	1	8	10	28	18	.....	5	60	.....	1	.....	40 00
63	5,000	283	10	176	.....	25	32	42	77	96	19	56	196	2	1	40 00	36 00
64	900	56	7	40	.....	.....	.....	2	38	10	.....	17	75	1	1	32 50	30 00
65	1,200	54	9	40	.....	5	8	5	23	14	.....	3	75	.....	1	.....	35 00
66	1,200	43	9	36	.....	.....	4	7	25	20	1	10	64	.....	1	.....	37 00
	10,800	564	8.9	394	.....	37	66	75	216	185	24	96	530	3	6	37 50	35 50

Statistical Report, by Districts, for the County of BURLINGTON.

TOWNSHIPS AND DISTRICTS.		Number of district.	FINANCIAL STATEMENT.							
			Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Burlington— Con.										
LUMBERTON.										
Eggestown.....	67	\$517 46	\$12 14	\$529 60	\$332 50	\$22 50	.....	\$20 00	\$375 00
Lumberton.....	69	996 34	272 25	1,268 59	750 00	27 89	\$162 26	59 50	999 65	
Fostertown.....	70	347 44	49 15	396 59	297 00	20 96	39 58	20 00	377 54	
Hainesport.....	71	706 82	12 09	718 91	644 00	11 38	.....	28 51	683 89
Easton.....	72	589 69	1,002 90	1,592 59	315 00	25 47	983 46	20 00	1,343 93	
		3,157 75	1,348 53	4,506 28	2,338 50	108 20	1,185 30	148 01	3,780 01	
NORTH- AMPTON.										
Mount Holly.....	73	7,279 40	2,500 00	9,779 40	7,259 35	361 50	39 60	1,214 93	8,875 38	
MOUNT LAUREL.										
Centreton.....	74	906 99	84 13	991 12	407 25	16 35	98 10	20 00	541 70	
Hartford.....	76	458 92	49 66	508 58	315 00	38 00	.....	71 70	424 70
Green Grove.....	77	873 12	88 31	961 43	390 00	26 25	.....	23 35	439 60
Fellowship.....	78	719 98	121 88	841 86	342 00	26 75	77 93	23 20	469 88	
Mount Laurel.....	80	1,184 57	58 30	1,242 87	590 00	61 98	8 74	25 80	686 52	
		4,143 58	402 28	4,545 86	2,044 25	169 33	184 77	164 05	2,562 40	
EVESHAM.										
London Grove.....	79	744 18	.....	744 18	398 00	11 60	.....	24 70	434 30
Pine Grove.....	81	1,144 26	3 25	1,147 51	495 00	23 76	.....	20 00	538 76
Marlton.....	82	701 92	668 30	1,370 22	747 50	65 91	450 07	62 01	1,325 49	
Jacques Bridge.....	83	399 11	51 80	450 91	341 00	14 50	51 80	20 48	427 78	
Milford.....	84	786 97	82 97	869 94	580 00	8 25	20 60	82 97	691 82	
		3,776 44	806 32	4,582 76	2,561 50	124 02	522 47	210 16	3,418 15	
MEDFORD.										
Cross Roads.....	85	586 11	19 63	605 74	400 00	26 95	.....	20 00	446 95
Eastern.....	86	509 41	.....	509 41	350 00	20 25	.....	20 00	390 25
Medford.....	87	1,520 82	90 46	1,611 28	1,520 00	58 83	15 00	10 00	1,603 83	
Chairville.....	88	299 11	.....	299 11	210 00	16 18	.....	20 00	246 18
Oak Grove.....	89	434 43	10 70	445 13	280 00	22 10	.....	26 97	329 07
		3,349 88	120 79	3,470 67	2,760 00	144 31	15 00	96 97	3,016 28	
SHAMONG.										
Tabernacle.....	90	666 07	.....	666 07	360 00	17 00	.....	23 05	400 05
Free Soil.....	91	408 62	.....	408 62	326 08	35 00	.....	28 60	389 68
Hartford.....	92	412 96	52 20	465 16	333 00	2 65	52 30	24 85	412 80	
Union.....	93	659 79	.....	659 79	315 00	15 20	.....	22 23	352 43
Atsion.....	94	329 84	.....	329 84	270 00	9 00	.....	15 90	294 90
		2,477 28	52 20	2,529 48	1,604 08	78 85	52 30	114 63	1,849 86	
WOODLAND.										
Jones Mills.....	95	471 69	11 30	482 99	280 00	5 76	.....	20 84	306 60
Woodmansie.....	96	528 48	.....	528 48	280 00	10 45	.....	.....	290 45
Mount Relief.....	97	275 00	.....	275 00	240 00	10 00	.....	24 52	274 52
		1,275 17	11 30	1,286 47	800 00	26 21	.....	45 36	871 57

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
67	\$800	43	9.5	51	.....	3	4	15	29	18	2	1	50	.....	1	.....	\$35 00
69	2,000	138	10	119	1	18	21	25	54	58	9	32	160	.....	2	.....	37 50
70	1,000	30	9	32	.....	1	9	13	15	15	5	4	60	.....	1	.....	33 00
71	2,000	106	10	96	.....	4	16	29	47	35	4	10	86	.....	2	.....	37 00
72	1,500	61	9	35	.....	13	8	8	6	24	10	11	60	.....	1	.....	35 00
	7,300	378	9.5	333	1	39	58	84	151	150	30	58	416	.....	7	.....	35 50
73	18,200	1,511	10	824	3	242	197	152	230	484	154	559	741	2	14	\$85 25	38 25
74	1,250	88	9	80	.....	23	19	10	28	24	2	28	70	.....	1	.....	45 00
75	1,500	65	9	42	.....	5	6	11	20	24	5	15	50	.....	1	.....	35 00
76	300	67	9.8	43	.....	10	10	3	20	18	8	52	50	.....	1	.....	40 00
77	1,200	64	9.5	54	.....	3	10	10	31	21	1	11	50	.....	1	.....	36 00
78	3,000	116	10	97	12	19	21	21	24	41	4	19	100	.....	2	.....	38 06
	7,250	400	9.5	316	12	60	66	55	123	128	20	83	322	1	5	45 00	37 42
79	600	94	9	76	.....	4	15	13	44	34	5	.....	65	.....	1	.....	45 00
80	1,000	100	9	70	.....	2	13	12	43	30	11	10	60	.....	1	.....	55 00
81	5,500	137	10	123	.....	16	36	23	48	62	4	24	136	.....	2	.....	40 00
82	600	61	9	51	.....	7	15	6	23	22	.....	19	40	.....	1	.....	38 00
83	1,200	104	9	75	.....	1	16	14	44	36	5	24	100	.....	1	.....	37 50
	8,900	496	9.2	395	.....	30	95	68	202	184	25	77	401	3	4	53 23	38 87
84	1,400	81	10	56	.....	14	19	10	13	33	2	14	50	.....	1	.....	40 00
85	500	63	10	52	.....	9	12	11	20	27	6	5	60	.....	1	.....	35 00
86	6,000	288	9	219	.....	12	60	68	79	112	22	79	258	1	2	88 89	40 00
87	300	31	7	33	.....	12	17	14	12	12	.....	5	50	.....	1	.....	30 00
88	550	36	8	32	.....	7	12	6	17	16	.....	12	72	.....	1	.....	35 00
	8,750	499	8.8	392	.....	42	95	112	143	200	30	115	490	1	6	88 89	36 66
89	1,000	61	9	67	.....	18	10	39	30	.....	.....	7	62	.....	1	.....	40 00
90	500	32	9	30	.....	2	9	6	13	14	.....	4	60	.....	1	.....	36 00
91	300	77	9	63	.....	7	20	36	24	.....	.....	6	60	.....	1	.....	37 00
92	300	73	9	50	.....	8	8	34	16	.....	.....	20	50	.....	1	.....	35 00
93	300	25	9	24	.....	2	6	3	13	11	.....	2	40	.....	1	.....	30 00
94	2,400	268	9	234	.....	4	48	47	135	95	.....	39	272	1	4	36 00	35 50
95	800	36	8	30	.....	6	6	18	14	.....	.....	6	50	.....	1	.....	35 00
96	1,800	30	7	21	.....	.....	2	19	15	.....	.....	6	70	.....	1	.....	40 00
97	300	8	7	6	.....	4	.....	2	5	.....	.....	.....	16	.....	1	.....	34 28
	2,900	74	7.3	57	.....	10	8	39	34	.....	.....	12	136	1	2	34 28	37 50

Statistical Report, by Districts, for the County of BURLINGTON,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Burlington— Con.										
WASHINGTON.										
Batsto.....			\$6 02		\$6 02	85 02				\$6 02
Crowleytown.....	98		275 00		275 00	210 35	\$16 00		\$18 65	275 00
Green Bank.....	99		375 00		375 00	365 00	10 00			375 00
			656 02		656 02	611 37	26 00		18 65	656 02
RANDOLPH.										
Bridgeport.....	100		305 32		305 32	240 00	17 00		33 63	290 63
Lower Bank.....	101		275 00		275 00	219 21	29 50		20 00	268 71
Friendship.....	102		275 00		275 00	256 99	9 80		8 21	275 00
Washington.....	103		340 00		340 00	240 00	15 00	\$5 00	10 00	270 00
			1,225 32		1,225 32	956 20	71 30	5 00	71 84	1,104 34
BASS RIVER.										
Harrisville.....	104		315 33		315 33	280 00	7 50		20 00	307 50
Union Hill.....	105		515 85	\$3 51	519 36	315 00	11 38		14 83	344 21
Bass River.....	106		382 35		382 35	337 50	26 05		16 45	380 00
New Gretna.....	107		400 38		400 38	363 41	6 60		23 82	393 83
East Bass River.....	108		375 60	50	376 10	337 50	14 00		19 68	371 18
			1,989 51	4 01	1,993 52	1,633 41	68 53		94 78	1,796 72
Summary.										
Burlington.....			12,642 44	1,665 45	14,307 89	9,776 00	100 87	285 96	1,344 77	11,507 60
Florence.....			2,862 29	638 87	3,501 16	2,683 50	124 76	327 60	247 26	3,383 12
Mansfield.....			2,800 41	422 25	3,222 66	2,261 98	125 09	412 50	113 87	2,913 44
Bordentown.....			10,419 02	2,001 23	12,420 25	9,466 42	316 20	975 02	1,062 29	11,819 93
Beverly.....			4,272 04	2,258 85	6,530 89	4,535 00	232 06	915 36	520 52	6,202 94
Cinnaminson.....			5,863 53	6,719 54	12,583 07	4,834 75	271 76	2,288 03	596 83	7,991 37
Delran.....			3,239 32	374 56	3,613 88	2,933 25	100 12	113 28	130 75	3,277 40
Chester.....			5,623 68	2,428 61	8,052 29	4,584 12	102 39	1,143 23	678 53	6,508 27
Willingboro.....			1,967 03	63 03	2,030 06	1,152 00	68 00	47 64	46 75	1,314 39
Westampton.....			726 37	119 81	846 18	591 00	38 39	34 00	31 00	694 39
Eastampton.....			844 67	958 19	1,802 86	1,101 50	147 87	515 59	64 53	1,829 49
Springfield.....			3,424 44	231 30	3,655 74	2,593 30	110 90	37 09	165 36	2,906 65
Chesterfield.....			3,159 82	475 31	3,635 13	2,403 33	140 52	187 79	189 79	2,921 43
New Hanover.....			2,781 56	110 00	2,891 56	2,416 78	86 57	17 83	186 02	2,707 20
Pemberton.....			4,505 78	729 93	5,235 71	4,018 00	160 91	261 55	321 55	4,762 01
Southampton.....			3,901 73		3,901 73	2,883 00	224 02		144 80	3,251 82
Lumberton.....			3,157 75	1,348 53	4,506 28	2,538 50	108 20	1,185 30	148 01	3,780 01
Northampton.....			7,279 40	2,500 00	9,779 40	7,259 35	361 50	39 60	1,214 93	8,875 38
Mount Laurel.....			4,143 58	402 28	4,545 86	2,044 25	169 33	184 77	164 05	2,562 40
Evesham.....			3,776 44	806 32	4,582 76	2,561 50	124 02	522 47	210 16	3,418 15
Medford.....			3,349 88	120 79	3,470 67	2,760 00	144 31	15 00	96 97	3,016 28
Shamong.....			2,477 28	52 20	2,529 48	1,604 08	78 85	52 30	114 63	1,849 86
Woodland.....			1,275 17	11 30	1,286 47	800 00	26 21		45 36	871 57
Washington.....			656 02		656 02	611 37	26 00		18 65	656 02
Randolph.....			1,225 32		1,225 32	956 20	71 30	5 00	71 84	1,104 34
Bass River.....			1,989 51	4 01	1,993 52	1,633 41	68 53		94 78	1,796 72
			98,364 48	24,412 36	122,806 84	80,802 59	3,528 68	9,566 91	8,022 00	101,920 11

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
98	8500	45	7	28	2	2	4	22	8	17	17	8	60	1	1	\$35 00	
99	600	46	9	28	2	2	14	7	17	17	8	60	1	1	\$40 55		
	1,100	91	8	56	7	7	18	29	25	25	25	120	1	1	40 55	35 00	
100	400	40	8	29	14	5	4	6	20	1	1	50	1	1		30 00	
101	300	25	6.5	24	13	6	6	5	13	1	1	48	1	1		33 72	
102	300	11	7.5	12	6	2	4	8	8	2	2	12	1	1		35 00	
103	500	13	8	10	4	1	5	5	5	5	2	40	1	1		30 00	
	1,500	89	7.5	75	14	28	13	20	46	1	3	150	4	4		32 18	
104	1,000	22	8	21	1	7	5	9	9	25	1	25	1	1		35 00	
105	300	34	9	26	1	4	6	15	9	1	1	50	1	1		35 00	
106	1,200	54	9	48	5	7	8	28	20	100	1	100	1	1		37 50	
107	1,500	64	9	56	28	20	4	4	50	2	2	64	1	1	40 38		
108	700	49	9	42	1	4	12	25	17	5	5	56	1	1	37 50		
	4,700	223	8.8	193	35	42	35	81	85	2	6	295	2	3	38 94	35 83	
.....	41,000	1,923	9.5	1,222	26	292	292	202	410	675	223	220	1,172	2	19	90 47	48 79
.....	10,600	449	9.8	427	75	92	93	167	177	5	20	446	2	5	47 55	35 00	
.....	5,100	387	9.8	287	32	65	73	117	138	33	106	366	1	5	60 00	35 09	
.....	20,000	1,699	9.6	712	1	113	214	148	236	383	438	425	1,010	2	14	110 62	50 62
.....	26,000	804	9.5	483	66	92	122	203	204	143	206	630	1	9	100 00	39 72	
.....	18,175	1,049	9.4	675	2	162	189	125	197	409	126	199	748	2	10	48 50	40 60
.....	7,800	677	9.3	315	39	63	76	137	157	116	60	395	3	4	64 17	40 07	
.....	18,900	853	9.5	525	58	75	114	92	186	272	177	203	640	1	11	85 00	36 00
.....	6,600	231	9.5	167	17	33	40	77	84	30	10	246	3	3		56 00	
.....	1,800	94	8	56	15	12	29	34	34	6	110	1	1	1	40 00	33 00	
.....	3,800	158	8.5	138	24	34	30	50	60	4	28	176	3	3		45 49	
.....	6,100	451	9.7	337	5	41	54	63	174	143	13	51	416	1	6	35 00	38 63
.....	3,800	449	10.1	286	12	53	44	67	110	105	62	71	361	1	5	40 00	39 57
.....	5,700	388	9.3	302	37	40	81	144	114	4	62	418	5	1	44 60	35 00	
.....	10,400	633	8.8	508	42	94	134	238	236	17	98	732	3	8	55 00	38 62	
.....	10,800	564	8.9	394	37	66	75	216	185	24	96	530	3	6	37 50	35 50	
.....	7,300	378	9.5	333	1	39	58	84	151	150	30	58	416	7	7		35 50
.....	18,200	1,511	10	824	3	242	197	152	230	484	154	559	741	2	14	85 25	38 25
.....	7,250	400	9.5	316	12	60	66	55	123	128	20	83	322	1	5	45 00	37 42
.....	8,900	496	9.2	395	30	95	68	202	184	25	77	401	3	4	53 33	38 87	
.....	8,750	499	8.8	392	42	95	112	143	200	30	115	490	1	6	88 89	36 66	
.....	2,400	268	9	234	4	48	47	135	95	39	272	1	4	1	36 00	35 50	
.....	2,900	74	7.3	57	10	8	39	34	34	12	136	1	2	1	34 28	37 50	
.....	1,100	91	8	56	2	7	18	29	25	25	120	1	1	1	40 55	35 00	
.....	1,500	89	7.5	75	14	28	13	20	46	1	3	150	4	4		32 18	
.....	4,700	223	8.8	193	35	42	35	81	85	2	6	295	2	3	38 94	35 83	
.....	259,575	14,888	9.1	9,709	120	1,573	2147	2025	3844	4,807	1,677	2,838	11,739	40	160	57 50	40 28

Statistical Report, by Districts, for the County of CAMDEN,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
CAMDEN.									
Camden City.....	1	158,283 60	37,695 41	195,979 01	102,395 80	1,348 95	17,455 83	82,748 86	206,649 44
Gloucester City. ...	2	7,641 81	3,864 09	11,505 90	6,290 00	600 13	384 15	1,680 74	8,955 32
Merchantville.....	5	2,164 74	1,991 97	4,156 71	2,152 50	203 54	1,322 09	296 96	3,975 09
STOCKTON.									
Rosendale	4	4,055 50	9,334 43	13,389 93	3,673 25	401 35	2,686 45	1,527 50	11,288 55
Wrightsville.	13	4,926 30	2,974 57	7,900 87	3,183 75	212 25	265 78	2,679 55	6,341 33
		8,981 80	12,309 00	21,290 80	6,857 00	613 60	2,952 23	7,207 05	17,629 88
PENNSAUKEN.									
Union	3	2,577 82	1,600 00	4,177 82	2,430 00	195 11	380 80	994 54	4,000 45
Greenville	6	550 17	365 74	915 91	500 00	33 75	.....	59 75	593 50
		3,127 99	1,965 74	5,093 73	2,930 00	228 86	380 80	1,054 29	4,593 95
DELAWARE.									
Ellisburg	7	908 06	250 00	1,158 06	730 00	68 95	68 16	102 88	969 99
Hillman	8	572 58	.....	572 58	400 00	23 70	.....	12 50	466 20
Horner.....	9	375 00	143 89	518 89	350 00	28 35	.....	78 00	456 35
		1,855 64	393 89	2,249 53	1,480 00	121 00	68 16	223 38	1,892 54
HADDON.									
Champion.....	10	475 00	214 07	689 07	360 00	19 05	16 96	95 59	491 60
Westmont.....	11	475 00	341 19	816 19	450 00	58 08	32 13	272 47	812 68
Haddonfield	12	7,502 29	4,198 00	11,700 29	5,190 00	265 12	2,314 07	1,136 70	8,905 89
Collingswood	46	2,471 92	700 00	3,171 92	1,500 00	138 60	993 37	185 65	2,817 02
Newton	47	275 00	.....	275 00	265 00	.....	.....	.....	265 00
		11,199 21	5,453 26	16,652 47	7,765 00	489 25	3,356 53	1,690 41	13,292 19
CENTRE.									
Mount Ephraim....	13	852 71	47 42	900 13	815 00	39 09	1 70	30 76	886 55
Greenland.....	15	1,405 25	250 00	1,655 25	1,110 00	98 42	274 51	172 32	1,655 25
Hillside	16	527 35	.....	527 35	360 00	30 75	.....	59 39	450 14
		2,785 31	297 42	3,082 73	2,285 00	168 26	276 21	262 47	2,991 94
GLOUCESTER.									
Somerville.....	17	388 55	134 09	522 64	360 00	16 50	109 58	22 13	508 21
Chew's Landing....	18	335 95	.....	335 95	360 00	26 04	.....	103 26	489 30
Laurel	19	441 96	160 00	601 96	360 00	15 30	132 00	29 69	536 99
Merchantville.....	20	491 98	.....	491 98	315 00	29 10	9 25	32 63	385 98
Blackwood.....	21	1,314 33	100 00	1,414 33	900 00	59 80	55 25	95 48	1,110 53
Spring Mills.....	22	538 89	.....	538 89	405 00	22 25	.....	49 09	476 34
Davisville	23	322 92	.....	322 92	279 00	14 75	.....	11 85	305 60
Clementon	24	905 83	.....	905 83	699 00	46 00	6 21	97 36	848 57
Cheesman	25	397 31	75 00	472 31	336 00	23 85	74 00	35 50	469 35
Union Valley.....	44	382 77	.....	382 77	333 00	29 30	.....	20 00	382 30
		5,720 49	469 09	6,189 58	4,347 00	282 89	386 29	496 99	5,513 17

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
1	\$480,000	15,017	10.5	10,910	698	2,974	1753	1321	4164	6,305	1,020	4,910	8,229	7	189	\$159 28	\$45 75.
2	30,000	1,984	10	938	16	181	162	126	453	486	300	436	730	1	10	100 00	48 00.
5	10,000	398	10.5	352	16	112	71	52	101	195	28	47	286	1	4	40 00	42 50.
4	26,400	1,066	10	772	12	138	170	114	348	368	81	308	534	.....	10	.....	36 73
43	26,000	679	10	608	3	155	117	78	255	305	17	195	420	.....	8	.....	39 79
	52,400	1,745	10	1,380	5	293	287	192	603	673	98	403	954	.....	18	.....	38 09
3	11,000	335	10	269	42	50	54	33	90	152	4	64	340	.....	6	.....	40 50
6	3,000	82	10	53	.....	16	9	8	20	29	.....	38	56	.....	1	.....	50 00
	14,000	417	10	322	42	66	63	41	110	181	4	102	396	.....	7	.....	41 86
7	4,000	77	10	63	.....	10	12	13	28	17	5	10	98	.....	2	.....	36 50
8	Rent.	36	10	37	.....	4	9	6	18	16	.....	9	44	.....	1	.....	40 00
9	1,000	45	10	32	1	17	5	2	7	19	2	14	60	1	.....	35 00	.....
	5,000	158	10	132	1	31	26	21	53	52	7	33	202	1	3	35 00	37 66
10	2,000	81	9	42	.....	4	9	12	17	20	3	15	44	.....	1	.....	40 00
11	3,500	105	10	48	1	16	10	9	12	32	10	29	96	.....	1	.....	45 00
12	30,000	581	10	133	27	190	67	55	94	290	74	116	585	2	9	70 00	42 22
46	8,000	181	10	149	1	39	38	27	44	83	16	50	160	1	2	70 00	40 00
47	1,500	42	9	37	.....	12	5	3	17	25	1	2	30	.....	1	.....	29 44
	45,000	990	9.6	709	29	261	129	106	184	450	104	212	915	3	14	70 00	41 03
13	1,400	113	10	99	.....	11	27	23	38	50	3	6	72	.....	2	.....	42 50
15	3,000	302	9	167	.....	22	37	39	69	105	3	9	200	.....	4	.....	35 00
16	1,700	51	9	31	.....	7	5	4	15	17	3	4	48	.....	1	.....	40 00
	7,100	466	9.3	297	.....	40	69	66	122	172	9	19	320	.....	7	.....	37 86
17	500	87	9.2	65	.....	2	15	18	30	31	7	3	56	.....	1	.....	39 00
18	1,500	77	9	64	.....	9	19	11	25	34	1	13	64	.....	1	.....	40 00
19	1,200	60	9	44	.....	14	5	12	13	25	.....	4	34	.....	1	.....	40 00
20	1,200	43	9	37	.....	8	13	9	21	21	.....	3	48	.....	1	.....	35 00
21	3,500	102	10	100	5	26	21	20	28	59	6	1	107	.....	2	.....	45 00
22	1,200	49	9	34	.....	2	15	6	11	19	1	7	48	.....	1	.....	45 00
23	200	30	9	30	.....	10	3	10	7	12	.....	10	25	1	.....	31 00	.....
24	1,000	195	10	149	.....	18	33	30	68	65	3	11	86	.....	2	.....	35 00
25	1,000	45	8.7	36	.....	11	7	6	12	14	1	.....	46	.....	1	.....	36 00
44	1,000	55	9	55	.....	22	9	9	15	31	.....	2	54	.....	1	.....	37 00
	12,300	743	9.2	614	5	121	135	135	218	314	19	54	588	1	11	31 00	39 43

Statistical Report, by Districts, for the County of CAPE MAY,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Camden—Con.									
WATERFORD.									
Glendale.....	26	\$587 63	\$100 00	\$687 63	\$405 00	\$20 10	\$68 29	\$70 00	\$563 39
Gibbsboro.....	27	563 89	350 00	913 89	427 50	25 08	200 00	144 38	796 96
Milford.....	28	352 71	25 00	377 71	330 00	6 58	23 72	12 85	373 15
Berlin.....	30	1,802 64	100 00	1,902 64	1,355 00	112 04	125 00	267 90	1,859 94
Atco.....	31	636 84	130 80	767 64	630 00	50 10	15 83	51 53	747 46
Jackson.....	32	480 01	125 00	605 01	344 00	17 88	93 80	36 40	492 08
Waterford.....	33	700 50	.....	700 50	360 00	29 58	.....	28 50	418 08
Parkdale.....	42	335 59	.....	335 59	280 00	22 92	15 22	1 25	319 39
		5,459 81	830 80	6,290 61	4,131 50	284 28	541 86	612 81	5,570 45
WINSLOW.									
Tansboro, North...	34	600 00	.....	600 00	340 00	16 20	41 96	61 32	459 48
Sicklerville.....	35	384 70	.....	384 70	346 21	21 45	.....	10 00	377 66
Tansboro.....	36	614 96	.....	614 96	360 00	21 60	.....	17 21	398 81
Pump Branch.....	37	396 68	.....	396 68	315 00	22 50	15 25	19 71	372 46
Bates Mills.....	38	498 30	125 00	623 30	360 00	16 80	44 07	45 15	466 02
Ancora.....	39	432 05	100 00	532 05	360 00	18 59	14 23	44 05	436 87
Pine Grove.....	40	375 00	150 00	525 00	405 00	11 00	92 77	19 25	531 02
Winslow.....	41	874 72	.....	874 72	765 00	72 40	27 23	64 55	929 18
Cheselhurst.....	45	651 58	300 00	951 58	360 00	17 25	313 27	20 00	710 52
		4,827 99	675 00	5,502 99	3,611 21	220 79	548 78	301 24	4,682 02
Summary.									
Camden City.....	.....	158,283 60	37,695 41	195,979 01	102,395 80	4,348 95	17,155 83	82,748 86	206,649 44
Gloucester City.....	.....	7,641 81	3,864 09	11,505 90	6,290 00	600 13	384 45	1,680 74	8,955 32
Merchantville.....	.....	2,164 74	1,991 97	4,156 71	2,152 50	203 54	1,322 09	296 96	3,975 09
Stockton.....	.....	8,981 80	12,309 00	21,290 80	6,857 00	613 60	2,052 23	7,207 05	17,629 88
Pennsauken.....	.....	3,127 99	1,965 74	5,093 73	2,930 00	228 86	380 80	1,054 29	4,593 95
Delaware.....	.....	1,855 64	393 89	2,249 53	1,480 00	121 00	68 16	223 38	1,892 54
Haddon.....	.....	11,199 21	5,453 26	16,652 47	7,765 00	480 25	3,356 53	1,690 41	13,292 19
Centre.....	.....	2,785 31	297 42	3,082 73	2,285 00	168 26	276 21	262 47	2,991 94
Gloucester.....	.....	5,720 49	469 00	6,189 58	4,347 00	282 89	386 29	496 99	5,513 17
Waterford.....	.....	5,459 81	830 80	6,290 61	4,131 50	284 28	541 86	612 81	5,570 45
Winslow.....	.....	4,827 99	675 00	5,502 99	3,611 21	220 79	548 78	301 24	4,682 02
		212,048 39	65,945 67	277,994 06	144,245 01	7,552 55	27,373 23	96,575 20	275,745 99
CAPE MAY.									
UPPER.									
Beesley's Point.....	1	389 24	265 00	654 24	324 00	40 50	265 00	17 02	646 52
Palermo.....	2	367 97	30 00	397 97	324 00	19 99	30 00	22 18	396 17
Seaville.....	3	483 04	120 00	603 04	447 38	13 32	120 00	22 30	603 00
Petersburg.....	4	478 69	11 12	489 81	432 00	19 85	20 20	14 00	486 05
Tuckahoe.....	5	648 27	.....	648 27	580 00	23 28	.....	22 12	625 40
Marshallville.....	6	540 81	.....	540 81	450 00	10 00	11 40	19 00	490 40
		2,908 02	426 12	3,334 14	2,557 38	126 94	446 60	116 62	3,247 54

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.							
26	Rent.	50	9	39	.....	6	11	7	15	20	.....	1	50	.....	1	\$45 00
27	\$2,000	90	9.5	71	.....	34	16	5	16	38	.....	1	58	.....	1	45 00
28	700	29	9	16	.....	10	4	.....	2	12	.....	3	38	.....	1	.....
30	7,900	270	9	211	.....	31	42	40	98	110	.....	5	201	.....	4	\$36 66
31	1,500	95	9	93	.....	23	32	11	27	51	.....	1	96	.....	2	35 00
32	500	57	9	40	.....	4	11	10	15	22	.....	.....	36	.....	1	38 22
33	700	70	9	57	.....	6	9	15	27	26	.....	.....	56	.....	1	40 00
42	700	25	8	11	.....	.....	8	1	2	8	.....	1	24	.....	1	35 00
.....	14,000	686	8.9	538	.....	114	133	89	202	288	15	12	559	1	11	36 66 38 77
34	450	59	9	40	.....	13	13	.....	14	13	.....	10	40	.....	1	37 78
35	500	45	9	27	.....	4	5	4	14	12	.....	6	54	.....	1	37 00
36	700	39	9	41	.....	9	9	11	12	19	.....	15	48	.....	1	40 00
37	600	59	9	49	.....	12	7	9	21	19	.....	12	34	.....	1	35 00
38	1,000	35	9	31	.....	.....	6	7	18	10	.....	14	41	.....	1	40 00
39	1,000	50	9	30	.....	8	12	4	6	18	.....	8	50	.....	1	40 00
40	1,200	61	9	49	.....	1	17	14	17	20	.....	9	50	.....	1	45 00
41	1,500	106	9	125	.....	11	32	40	42	55	.....	29	100	.....	2	40 00
45	1,500	73	9.5	62	.....	10	15	16	21	29	.....	7	52	.....	1	40 00
.....	8,450	527	9	454	.....	68	116	105	165	201	1	110	469	1	9	40 00 39 42
.....	480,000	15,017	10.5	10,910	698	2,974	1753	1321	4164	6,305	1,020	4,910	8,229	7	189	159 28 45 75
.....	30,000	1,984	10	938	16	181	162	126	453	486	300	436	730	1	10	100 00 48 00
.....	10,000	398	10.5	352	16	112	71	52	101	195	28	47	286	1	4	40 00 42 50
.....	52,400	1,745	10	1,380	5	293	287	192	603	673	98	403	420	.....	18	38 09
.....	14,000	417	10	322	42	66	63	41	110	181	4	102	396	.....	7	41 86
.....	5,000	158	10	132	1	31	26	21	53	52	7	33	202	1	3	35 00 37 66
.....	45,000	990	9.6	709	29	261	129	106	184	450	104	212	915	3	14	70 00 41 03
.....	7,100	466	9.3	397	.....	40	69	66	122	172	9	19	320	.....	7	37 86
.....	12,300	743	9.2	614	5	121	135	135	218	314	19	54	588	1	11	31 00 39 43
.....	14,000	686	8.9	538	.....	114	133	89	202	288	15	12	559	1	11	36 66 38 77
.....	8,450	527	9	454	.....	68	116	105	165	201	1	110	469	1	9	40 00 39 42
.....	678,250	23,131	9.7	16,646	812	4,261	2944	2254	6375	9,317	1,605	6,438	13,114	16	283	100 48 43 97
1	2,000	33	9	38	.....	4	11	10	13	21	.....	1	48	.....	1	36 00
2	1,200	33	9	31	.....	6	8	7	10	21	.....	.....	48	.....	1	36 00
3	600	55	9	54	.....	32	12	6	4	35	.....	.....	50	.....	1	49 71
4	2,000	62	9	60	.....	12	22	9	17	50	.....	.....	60	.....	1	48 00
5	3,000	81	9	76	.....	10	21	25	20	45	.....	4	128	1	1	45 00
6	800	52	9	30	.....	.....	12	10	8	15	.....	8	50	1	1	50 00 25 00
.....	9,600	316	9	289	.....	64	86	67	72	187	.....	13	384	3	4	48 24 36 25

Statistical Report, by Districts, for the County of CAPE MAY,

TOWNSHIPS AND DISTRICTS.	FINANCIAL STATEMENT.								
	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Cape May—Con.									
DENNIS.									
Bellef Plain.....	7	\$627 05		\$627 05	\$360 00	\$20 00	\$6 65	\$12 00	\$398 65
West Creek.....	8	128 92		128 92	375 00	15 50		20 00	410 50
East Creek.....	9	341 97		341 97	270 00	11 50		15 00	296 50
Ludlam's.....	10	355 25	\$36 00	391 25	271 00	25 50	25 50	9 85	331 85
Dennisville.....	11	532 93	164 80	697 73	463 50	16 75	184 90	32 55	697 70
South Dennis.....	12	555 78	155 67	711 45	488 32	27 44	128 44	23 58	667 78
Ocean View.....	13	584 84	219 52	804 36	519 57	30 00	192 59	35 97	778 13
Clermont.....	14	471 00		471 00	438 29	12 75	7 40	12 56	471 00
		3,897 74	575 99	4,473 73	3,185 68	159 44	545 48	161 51	4,052 11
MIDDLE.									
Burleigh.....	15	343 16		345 16	240 00	4 53		20 00	264 53
Cape May C. H.	16	1,452 24		1,452 24	1,225 00	72 80	92 84	49 18	1,439 82
Townsend's Inlet.....	17	450 00		450 00	406 39	25 50	75	17 36	450 00
Goshen.....	18	873 46	150 00	1,023 46	675 00	38 16	176 92	115 56	1,005 64
Dias Creek.....	19	531 76	25 00	556 76	405 00	32 29	25 00	19 04	481 33
Green Creek.....	20	623 75		623 75	510 00	29 55		57 45	597 00
Rio Grande.....	21	403 24	300 00	703 24	387 00	55 11	240 00	24 65	706 76
		4,679 61	475 00	5,154 61	3,848 39	257 94	535 51	303 24	4,945 08
LOWER.									
Swaintown.....	22	379 00	60 00	439 00	382 50	24 00	10 00	18 82	435 32
Fishing Creek.....	23	479 86	130 00	609 86	360 00	18 50	127 50	30 36	536 36
Academy.....	24	486 83	75 00	561 83	386 00	26 00	50 00	11 22	473 22
Cold Spring.....	25	554 95	75 00	629 95	472 50	20 00	50 00	18 33	560 83
		1,900 64	340 00	2,240 64	1,601 00	88 50	237 50	78 73	2,005 73
West Cape May.....	26	\$1,550 58	\$635 49	\$2,186 07	\$1,465 00	\$50 00	\$356 00	\$229 49	\$2,100 49
Cape May City.....	27	4,727 23	2,000 00	6,727 23	3,046 26	211 75	276 04	654 57	4,188 62
Cape May Point....	28	1,482 32		1,482 32	450 00	27 37	103 08	20 75	601 20
Ocean City.....	29	1,026 74	2,111 55	3,138 29	900 00	45 00	1,945 41	29 80	2,920 21
Sea Isle City.....	30	1,220 55	3,100 03	4,320 58	1,140 00	50 35	1,469 54	240 89	2,900 78
Holly Beach.....	31	478 50	389 34	867 84	360 00	26 07	250 00	248 20	884 27
Anglesea.....	32	908 40	590 00	1,498 40	450 00	3 00	508 75	165 80	1,127 55

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
7	\$1,000	42	9	42	.....	17	10	7	15	18	.....	15	36	.....	1	.....	\$40 00
8	1,200	32	9	40	.....	10	12	2	3	18	.....	4	40	1	.....	.....	.....
9	300	24	9	18	.....	5	3	4	6	10	.....	1	28	.....	1	.....	30 05
10	1,200	49	9	44	.....	12	7	5	20	22	.....	4	48	1	.....	30 11	.....
11	3,000	80	9	76	.....	31	16	3	26	59	.....	10	76	1	.....	51 50	.....
12	3,000	66	9	63	.....	22	13	11	17	43	.....	3	100	.....	1	.....	45 00
13	2,000	92	9	83	.....	19	30	20	23	47	.....	66	1	.....	.....	57 00	.....
14	1,000	77	9	59	.....	31	7	7	14	29	.....	10	50	1	.....	48 67	.....
	12,700	634	9	425	.....	138	98	65	124	246	.....	.....	444	5	3	45 79	38 35
15	250	20	9	26	.....	6	8	4	8	10	.....	1	30	.....	1	.....	26 66
16	4,000	198	9	156	.....	29	54	30	43	95	13	37	150	1	2	77 77	29 00
17	2,000	52	9	50	.....	4	10	7	29	21	1	21	65	1	.....	45 00	.....
18	3,500	124	9	95	.....	4	19	12	60	23	1	11	144	1	1	52 77	25 00
19	2,000	67	9	57	.....	43	3	5	6	38	.....	7	70	1	.....	45 00	.....
20	2,000	69	9	69	.....	20	17	32	44	.....	.....	75	1	1	.....	48 33	25 00
21	1,500	81	9	79	.....	30	16	17	16	41	.....	4	64	1	.....	45 00	.....
	15,250	628	9	532	.....	116	130	92	194	262	15	81	598	6	5	52 31	26 93
22	2,000	53	9	47	.....	10	15	9	13	45	.....	2	54	1	.....	42 26	.....
23	2,000	42	9	43	.....	14	12	5	12	27	.....	.....	50	.....	1	.....	40 00
24	2,000	56	9	46	.....	12	12	7	15	22	.....	.....	76	.....	1	.....	43 00
25	250	90	9	70	.....	4	19	13	34	33	.....	.....	50	1	.....	52 50	.....
	6,250	241	9	206	.....	40	58	34	74	127	.....	2	230	2	2	47 38	41 50
26	4,000	210	9	192	.....	27	74	43	48	153	8	20	220	1	3	77 77	28 66
27	10,000	530	9	372	.....	75	126	75	96	222	43	79	362	3	4	58 83	40 00
28	2,000	81	9	54	.....	.....	12	17	25	32	4	11	60	.....	1	.....	50 00
29	6,000	127	9	54	.....	34	5	6	9	37	7	1	125	1	1	60 00	40 00
30	5,000	135	9.5	115	.....	31	23	20	41	61	5	20	107	1	1	75 00	45 00
31	5,000	62	9	52	.....	24	5	10	13	33	.....	7	60	.....	1	.....	40 00
32	3,000	46	9	47	.....	17	8	22	.....	28	.....	8	125	1	.....	50 00	.....

Statistical Report, by Districts, for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Cape May—Con.									
Summary.									
Upper.....		\$2,908 02	\$426 12	\$3,334 14	\$2,557 38	\$126 94	\$446 60	\$116 62	\$3,247 54
Dennis.....		3,897 74	575 99	4,473 73	3,185 68	159 44	545 48	161 51	4,052 11
Middle.....		4,679 61	475 00	5,154 61	3,848 39	257 94	555 51	303 24	4,945 08
Lower.....		1,900 64	340 00	2,240 64	1,601 00	88 50	237 50	78 73	2,005 73
West Cape May.....		1,550 58	635 49	2,186 07	1,465 00	50 00	356 00	229 49	2,100 49
Cape May City.....		4,727 23	2,000 00	6,727 23	3,046 26	211 75	276 04	654 57	4,188 62
Cape May Point.....		1,482 32		1,482 32	450 00	27 37	103 08	20 75	601 20
Ocean City.....		1,026 74	2,111 55	3,138 29	900 00	45 00	1,945 41	29 80	2,920 21
Sea Isle City.....		1,220 55	3,100 03	4,320 58	1,140 00	50 35	1,469 54	240 89	2,900 78
Holly Beach.....		478 50	389 34	867 84	360 00	26 07	250 00	248 20	884 27
Anglesea.....		908 40	590 00	1,498 40	450 00	3 00	508 75	165 80	1,127 55
		24,780 33	10,643 52	35,423 85	19,003 71	1,046 36	6,673 91	2,249 60	28,973 58
CUMBERLAND.									
DEERFIELD.									
Centre.....	1	\$450 66	\$15 10	\$465 76	\$340 00	\$18 59		\$12 10	\$370 69
Union.....	2	389 22	23 29	412 51	350 76	23 65	36 46	12 50	423 37
Friendship.....	3	627 19	17 38	644 57	289 94	15 12	1 89	20 00	326 95
Woodruff.....	4	691 05	5 88	696 93	300 00	15 94	5 88	21 35	343 17
Jackson.....	5	375 65		375 65	346 77	13 50		14 83	375 10
Cohansey.....	6	502 08		502 08	315 00	29 42	65	20 15	365 22
Rosenhayn.....	7	930 94	106 17	1,037 11	635 00	32 21	106 74	20 00	793 95
Northville.....	8	563 32	7 09	571 31	315 00	20 00		16 08	351 08
Loder.....	63	427 81	21 70	449 51	315 29	11 70		19 33	346 32
Carmel.....	64	657 00	175 00	832 00	481 05	14 31	134 90	20 00	650 26
		5,614 92	372 51	5,987 43	3,688 81	194 44	286 52	176 34	4,346 11
DOWNE.									
Newport Neck.....	9	379 58		379 58	333 00	6 13	2 72	20 00	361 85
Newport.....	10	1,434 24	250 00	1,684 24	1,434 24	64 75	28 71	135 16	1,662 86
Turkey Point.....	11	403 78		403 78	350 00	20 60		8 59	379 19
Dividing Creek.....	12	781 36	100 00	881 36	725 00	42 86	84 44	20 00	872 30
Tom's Bridge.....	13	375 00	10 75	385 75	342 19	16 74	6 82	20 00	385 75
		3,373 96	360 75	3,734 71	3,184 43	151 08	122 69	203 75	3,661 95
COMMERCIAL.									
North Port Norris..	14	386 55	225 00	611 55	346 81	17 41	148 41	14 00	526 63
Haleyville.....	15	675 10	50 00	725 10	600 00	20 00		20 00	840 00
Mauricetown.....	16	856 53	84 94	941 47	736 67	32 15	20 00	31 97	820 79
Buckshutem.....	17	421 39		421 39	360 00	19 88	1 98	17 96	399 82
Baileytown.....	42	275 00		275 00	247 00	22 00		5 24	274 24
Port Norris.....	18	2,423 75	970 63	3,394 38	2,037 50	105 00	606 76	286 87	3,036 13
		5,038 32	1,330 57	6,368 89	4,327 98	216 44	777 15	376 04	5,697 61

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.							
.....	89,600	316	9	289	.....	64	86	67	72	187	.....	13	384	3	4	248 24
.....	12,700	634	9	425	.....	138	98	65	124	246	51	100	444	5	3	45 79
.....	15,250	628	9	532	.....	116	130	92	194	262	15	81	598	6	5	52 31
.....	6,250	241	9	206	.....	40	58	34	74	127	.....	2	230	2	2	47 38
.....	4,000	210	9	192	.....	121	74	43	48	153	.....	20	220	1	2	77 77
.....	10,000	530	9	372	.....	75	126	75	96	222	43	79	362	3	4	58 83
.....	2,000	81	9	54	.....	.....	12	17	25	312	4	11	60	.....	1	50 00
.....	6,000	127	9	54	.....	34	5	6	9	37	7	1	125	1	1	60 00
.....	5,000	135	9.5	115	.....	31	23	20	41	61	5	20	107	1	1	75 00
.....	5,000	62	9	52	.....	24	5	10	13	33	.....	7	60	.....	1	40 00
.....	3,000	46	9	47	.....	17	8	.....	.....	28	.....	8	125	1	.....	50 00
.....	78,800	3,010	9	2,338	.....	566	625	451	596	1,388	133	342	2,715	23	25	57 25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38 69
1	400	32	9	34	.....	23	11	11	10	19	.....	1	38	.....	1	37 33
2	1,000	66	9	64	.....	23	15	9	17	32	.....	.....	64	.....	1	38 90
3	800	61	9	50	.....	8	12	13	17	24	.....	6	46	.....	1	36 11
4	1,000	97	9	65	.....	5	8	14	38	26	.....	24	72	.....	1	33 33
5	900	36	9	40	.....	8	14	7	11	22	.....	1	56	1	.....	38 53
6	800	71	9	61	.....	6	17	11	27	28	.....	.....	68	.....	1	35 00
7	1,200	220	9	169	.....	39	20	23	87	59	.....	77	64	.....	2	37 50
8	700	48	9	52	.....	5	11	3	33	22	.....	1	40	.....	1	.....
63	900	49	9	30	.....	.....	2	9	19	14	.....	16	48	.....	1	30 00
64	1,200	194	9	140	.....	29	39	23	49	78	3	73	72	1	.....	60 00
.....	8,900	874	9	705	.....	125	149	123	308	705	3	199	568	2	9	49 27
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31 02
9	700	43	9	29	.....	4	3	11	11	15	2	.....	49	1	.....	37 00
10	2,500	233	9	181	.....	29	67	36	49	120	1	12	215	1	3	88 89
11	700	63	9	47	.....	5	5	9	28	25	.....	5	57	.....	1	38 90
12	2,000	106	9	95	.....	40	36	12	7	63	.....	6	148	1	1	47 22
13	800	53	9	58	.....	5	16	21	16	31	.....	.....	48	1	.....	33 33
.....	6,700	498	9	410	.....	83	127	89	111	264	3	23	509	4	5	50 29
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33 95
14	500	47	9	44	.....	10	14	6	14	29	.....	8	56	.....	1	38 00
15	1,800	88	9	70	.....	15	24	16	15	42	.....	11	130	.....	2	36 00
16	1,600	93	9	76	.....	9	21	26	20	48	.....	11	138	1	1	61 11
17	1,000	24	9	24	.....	13	1	.....	10	12	.....	4	42	.....	1	40 00
42	200	25	9	26	.....	2	4	11	9	15	.....	3	28	.....	1	27 44
18	3,500	380	9	367	.....	58	98	89	122	215	.....	45	315	1	4	80 00
.....	8,600	657	9	607	.....	107	162	148	190	361	.....	82	709	2	10	70 55
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35 82

Statistical Report, by Districts, for the County of CUMBERLAND,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Cumberland— Con.									
FAIRFIELD.									
Fairton	19	\$885 81	\$827 72	\$1,713 53	\$1,005 00	\$78 82	\$244 82		\$1,328 64
Back Neck	20	375 00	21 85	397 85	326 00	18 75		\$8 95	353 70
Herring Row	23	375 00	73 34	448 34	325 00	32 03	18 25	20 00	395 28
Gouldtown	39	917 40	165 26	1,082 66	641 25	41 39	155 00	72 18	909 82
		2,553 21	1,089 17	3,642 38	2,297 25	170 99	418 07	101 13	2,987 44
LAWRENCE.									
Central	21	534 34	150 89	685 23	450 00	5 60	150 89	20 00	626 49
Cedarville	22	2,617 23		2,617 23	1,866 68	100 13	198 80	187 47	2,253 08
Centre Grove	24	654 32		654 32	315 00	12 00	41 37	20 00	388 37
Sayre's Neck	25	410 00		410 00	340 00	18 00	2 30	20 00	380 30
Jones Island	26	295 02	105 64	400 66	278 40	5 10	104 24	18 06	405 80
		4,510 91	256 53	4,767 44	3,250 08	140 83	397 60	265 53	4,054 04
GREENWICH.									
Greenwich	27	544 31	525 00	1,069 31	750 00	78 75	97 02	59 93	985 70
Bacon's Neck	28	550 21	200 00	750 21	400 00	33 02		133 80	566 82
Head of Green'ch.	29	399 16	100 00	499 16	325 00	24 90	10 03	60 61	420 54
Springtown	30	453 17	59 82	512 99	291 50	33 50	50 00	20 00	395 00
		1,946 85	884 82	2,831 67	1,766 50	170 17	157 05	274 34	2,368 06
HOPEWELL.									
Dutch Neck	31	475 00	125 15	600 15	332 03	28 25	57 69	16 17	434 14
Lower Hopewell	32	503 74		503 74	325 00	26 98	2 65	19 18	373 81
Bowentown	33	375 00		375 00	300 00	44 25		21 00	365 25
Roadstown	34	503 74		503 74	340 00	24 45		14 47	378 92
Shiloh	35	738 45	358 57	1,097 02	879 00	54 90	118 55	19 70	1,072 15
Beebe Run	36	287 69		287 69	230 00	25 84		4 60	260 44
Harmony	37	559 91		559 91	253 50	35 09		11 63	303 22
West Branch	38	491 87	256 00	747 87	312 00	36 24	256 00	16 95	621 19
		3,935 40	739 12	4,675 12	2,971 53	276 00	434 89	126 70	3,809 12
LANDIS.									
Pleasantville	40	378 00	114 47	489 47	360 00	16 18	75	94 88	471 81
Spring Road	41	1,037 41	919 54	1,956 95	1,033 33	59 00	518 38	150 73	1,761 44
South Vineland	43	699 77	695 62	1,395 39	927 98	42 80	279 26	192 32	1,442 36
Vineland	44	9,168 74	10,788 76	19,957 50	9,732 42	451 38	5,502 35	3,984 20	19,670 35
Vine Road	46	461 10	2 86	463 96	360 25	15 75	2 80	20 00	398 80
Cooper's Mill	47	564 76	1 15	565 91	360 00	23 40		10 60	394 00
Kingman	48	539 76	12 32	552 08	315 00	6 75	11 73	20 00	353 48
North Vineland	49	402 52	110 15	512 67	270 00	18 00	28 14	20 00	336 14
*New Italy	56								
		13,252 06	12,641 87	25,893 93	13,358 98	633 26	6,343 41	4,492 73	24,828 38

* New district.

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.									Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.									
19	\$2,000	229	9	155	.....	28	34	32	61	83	14	3	168	1	2	\$45 00	\$33 33	
20	300	52	9	30	.....	8	9	3	10	15	.....	13	40	1	.....	36 11	.....	
23	1,000	50	9	56	.....	9	18	13	16	34	.....	3	56	.....	.....	.....	.....
29	1,500	158	9	123	.....	13	18	30	62	59	.....	5	136	1	1	45 00	35 00
	4,800	489	9	364	.....	58	79	78	149	191	14	26	400	3	4	42 04	34 81	
21	2,000	57	9	56	.....	11	15	9	21	33	.....	66	1	.....	50 00	.....		
22	6,050	261	9	238	.....	44	86	45	63	152	1	38	266	1	4	66 66	35 18	
24	800	39	9	40	.....	12	14	6	8	20	.....	4	64	1	.....	35 00	.....	
25	100	46	9	39	.....	8	10	16	5	25	.....	36	1	.....	37 77	.....		
26	500	40	9	36	.....	12	9	8	7	17	.....	44	1	.....	33 33	.....		
	9,450	443	9	409	.....	87	134	84	104	247	1	42	476	5	4	44 55	35 18	
27	2,000	124	10	127	.....	25	32	24	46	61	2	.....	93	.....	2	37 50	.....	
28	1,800	79	9	65	.....	20	7	15	26	34	.....	4	66	.....	1	44 44	.....	
29	1,000	61	9	49	.....	4	12	8	25	23	.....	5	52	.....	1	36 11	.....	
30	200	80	9	55	.....	12	13	16	14	25	.....	.....	90	.....	1	32 40	.....	
	5,000	344	9.2	299	.....	61	64	63	111	143	2	9	301	.....	5	37 61	.....	
31	1,000	61	9	45	.....	4	17	6	18	25	1	8	56	.....	1	36 89	.....	
32	700	53	9	50	.....	8	17	5	20	28	.....	.....	50	.....	1	36 11	.....	
33	1,200	79	9	49	.....	7	12	14	16	23	6	2	64	.....	1	33 33	.....	
34	1,200	50	9	44	.....	3	11	5	25	20	2	2	50	.....	1	37 78	.....	
35	5,000	148	9	144	.....	21	39	37	47	79	.....	.....	154	1	2	45 00	35 00
36	700	31	9	33	.....	5	10	8	10	13	.....	.....	45	.....	1	25 50	.....	
37	1,000	40	9	41	.....	12	11	6	12	20	.....	.....	52	.....	1	28 16	.....	
38	800	60	9	50	.....	1	12	10	27	22	1	.....	66	.....	1	34 66	.....	
	11,600	522	9	456	.....	61	139	81	175	230	10	12	517	1	9	45 00	33 43	
40	1,000	54	9	47	.....	3	7	13	24	23	8	2	64	.....	1	40 00	.....	
41	4,000	117	9	115	.....	2	41	20	52	57	3	26	146	1	2	50 00	35 00	
43	3,000	186	9	120	.....	3	31	21	65	55	.....	62	106	1	1	65 00	45 00
44	49,600	1,261	9	1,013	.....	392	283	142	196	840	40	267	1,072	2	20	100 00	42 20	
46	1,200	68	9	49	.....	3	12	10	24	22	2	21	44	.....	1	40 03	.....	
47	1,000	115	9	60	.....	3	10	21	26	29	.....	27	72	.....	1	40 00	.....	
48	1,000	67	9	49	.....	14	13	18	4	31	2	19	48	1	.....	35 00	35 00
49	800	34	9	31	.....	.....	7	3	21	11	1	10	34	.....	1	30 00	.....	
56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	61,600	1,902	9	1,484	.....	420	404	248	412	1,068	56	434	1,586	5	27	62 25	38 40	

Statistical Report, by Districts, for the County of ESSEX,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Cumberland— Con.									
MAURICE RIVER.									
Budd's.....	50	\$489 51	.....	\$489 51	\$290 00	\$16 14	.....	\$19 75	\$325 89
Port Elizabeth.....	51	853 40	\$110 00	963 40	810 00	30 70	\$36 22	81 23	958 15
Leesburg.....	52	996 18	175 00	1,171 18	1,050 18	52 06	25 00	14 08	1,141 32
Heislerville.....	53	552 71	.....	552 71	451 22	33 82	.....	17 80	502 84
Ewing's Neck.....	54	375 00	66 04	441 04	330 30	26 12	62 00	18 58	437 00
West Creek.....	55	361 77	.....	361 77	248 00	6 50	8 02	20 00	282 52
*Halberton.....	45	.....	.....	.....	.....	.....	.....	.....	.....
STOW CREEK.		3,628 57	351 04	3,979 61	3,179 70	165 34	165 34	171 44	3,647 72
Buttonwood.....	58	464 86	70	465 56	352 50	45 92	.....	20 00	418 42
Union.....	59	480 74	88 54	569 28	300 00	20 40	33 25	17 06	370 71
Town Hall.....	60	425 10	2 18	427 28	300 00	33 24	.....	19 41	352 65
		1,370 70	91 42	1,462 12	952 50	99 56	33 25	56 47	1,141 78
City of Bridgeton..	61	14,778 05	4,274 45	19,052 50	14,258 12	519 93	1,486 30	2,788 15	19,052 50
City of Millville....	62	10,196 38	13,890 33	24,086 71	16,691 67	784 80	1,680 10	3,156 92	22,313 49
Summary.									
Deerfield.....	.....	5,614 92	372 51	5,987 43	3,688 81	194 44	286 52	176 34	4,346 11
Downe.....	.....	3,373 96	360 75	3,734 71	3,184 43	151 08	122 69	203 75	3,661 95
Commercial.....	.....	5,038 32	1,330 57	6,368 89	4,327 98	216 44	777 15	376 04	5,697 61
Fairfield.....	.....	2,553 21	1,089 17	3,642 38	2,297 25	170 99	418 07	101 13	2,987 44
Lawrence.....	.....	4,510 91	256 53	4,767 44	3,250 98	140 83	397 60	265 53	4,054 04
Greenwich.....	.....	1,946 85	884 82	2,831 67	1,766 50	170 17	157 05	274 34	2,368 06
Hopewell.....	.....	3,935 40	739 72	4,675 12	2,971 53	276 00	434 89	126 70	3,809 12
Landis.....	.....	13,252 06	12,641 87	25,893 93	13,358 98	633 26	6,343 41	4,492 73	24,828 38
Maurice River.....	.....	3,628 57	351 04	3,979 61	3,179 70	165 34	131 24	171 44	3,647 72
Stow Creek.....	.....	1,370 70	91 42	1,462 12	952 50	99 56	33 25	56 47	1,141 78
Bridgeton.....	.....	14,778 05	4,274 45	19,052 50	14,258 12	519 93	1,486 30	2,788 15	19,052 50
Millville.....	.....	10,196 38	13,890 33	24,086 71	16,691 67	784 80	1,680 10	3,156 92	22,313 49
		70,199 13	36,283 18	106,482 31	69,927 55	3,522 84	12,268 27	12,189 54	97,908 20
ESSEX.									
BELLEVILLE.									
Second River.....	3	6,383 54	4,714 21	11,097 75	6,080 00	270 23	.....	2,543 78	8,894 03
FRANKLIN.									
Franklin.....	4	5,544 62	3,548 78	9,093 40	4,000 00	259 50	.....	4,236 84	8,496 34

* New district.

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.								Average number who have attended school during the time it has been kept open.
50	\$100	23	8	19	.....	.....	4	2	13	7	5	26	.....	1	.....	\$36 25	
51	2,500	141	9	117	.....	21	33	29	34	72	18	170	1	1	55 00	40 00	
52	3,000	195	9	205	.....	33	78	28	66	121	13	220	1	2	55 00	30 55	
53	500	126	9	85	.....	6	28	15	36	50	21	74	1	.....	50 00	.....
54	1,800	68	9	67	.....	13	20	10	24	39	11	60	.....	1	.....	36 70	
55	50	16	8	15	.....	1	3	.....	4	10	3	24	.....	1	.....	31 00	
45	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	.....
.....	7,950	603	8.6	508	.....	74	166	91	177	299	.....	101	574	3	6	51 66	34 50
58	1,500	83	9	80	.....	3	15	21	41	35	1	84	.....	1	.....	35 00	
59	800	65	9	59	.....	8	12	17	22	24	.....	52	1	.....	33 34	.....
60	2,000	58	9	58	.....	14	8	15	21	28	1	58	.....	1	.....	33 33	
.....	3,300	206	9	197	.....	25	35	53	84	87	2	194	1	2	33 34	34 16	
61	37,000	3,110	10	2,126	269	683	410	246	518	1,395	161	960	1,781	2	34	90 00	37 13
62	46,800	2,961	10	1,974	142	761	311	275	485	1,295	128	1,074	1,864	5	36	76 00	36 25
.....	8,900	874	9	705	.....	125	149	123	308	705	3	199	568	2	9	49 27	31 02
.....	6,700	498	9	410	.....	83	127	89	111	264	3	23	509	4	5	50 29	33 95
.....	8,600	657	9	607	.....	107	162	148	190	361	.....	82	709	2	10	70 65	35 82
.....	4,800	489	9	364	.....	58	79	78	149	191	14	24	400	3	4	42 04	34 81
.....	9,450	443	9	409	.....	87	134	84	104	247	1	42	476	5	4	44 55	35 15
.....	5,000	344	9	299	.....	61	64	63	111	143	2	9	301	.....	5	.....	37 61
.....	1,116	522	9	456	.....	61	139	81	175	230	10	12	517	1	9	45 00	33 43
.....	61,600	1,902	9	1,484	.....	420	404	248	412	1,068	56	434	1,586	5	27	62 55	38 40
.....	7,950	603	8	508	.....	74	166	91	177	299	.....	101	574	3	6	51 66	34 50
.....	3,300	206	9	197	.....	25	35	53	84	87	2	1	194	1	2	33 34	34 16
.....	37,000	3,110	10	2,126	269	683	410	246	518	1,395	161	960	1,781	2	34	90 00	37 13
.....	46,800	2,961	10	1,974	142	761	311	275	485	1,295	128	1,074	1,864	5	36	76 00	36 25
.....	206,650	12,609	9.2	9,539	411	2,545	2189	1579	2824	6,285	380	2,961	9,479	33	151	55 94	35 19
3	18,000	854	10	476	.....	169	105	60	142	302	268	188	456	1	4	150 00	50 77
4	30,000	623	10	366	77	107	45	37	100	47	23	97	456	1	6	120 00	42 50

Statistical Report, by Districts, for the County of ESSEX,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Essex—Con.									
BLOOMFIELD.									
Central Union.....	7	\$24,989 75	\$5,962 09	\$30,951 84	\$15,823 38	\$791 03	\$7,802 18	\$6,278 38	\$30,694 97
Brookdale.....	6	730 43	200 00	930 43	500 00	53 00	.....	162 90	715 90
		25,720 18	6,162 09	31,882 27	16,323 38	844 03	7,802 18	6,441 28	31,410 87
MONTCLAIR.									
Montclair.....	8	33,389 23	5,375 91	38,765 14	23,429 75	948 18	11,388 46	1,304 95	37,071 34
Washington.....	9	268 55	2,379 67	2,648 22	1,700 00	131 25	213 76	316 24	2,361 25
Upper Montclair...	10	2,336 32	1,514 43	3,850 75	2,519 75	201 48	565 31	537 06	3,823 60
		35,994 10	9,270 01	45,264 11	27,649 50	1,280 41	12,167 53	2,158 25	43,256 19
CALDWELL.									
Cedar Grove.....	11	974 14	275 00	1,249 14	950 00	31 50	81 43	33 14	1,096 07
Verona.....	12	2,353 01	568 00	2,921 01	1,600 00	72 75	1,228 26	20 00	2,921 01
Caldwell.....	13	3,868 77	200 87	4,069 64	3,501 25	110 00	.....	240 00	3,851 25
North Caldwell.....	14	492 26	357 39	849 65	650 00	59 10	7 35	18 40	734 85
Fairfield.....	15	498 65	324 96	823 61	675 00	24 45	.....	12 32	710 77
Clinton.....	16	275 00	236 11	511 11	400 00	21 75	32 00	13 49	467 24
		8,461 83	1,962 33	10,424 16	7,776 25	319 55	1,349 04	337 35	9,782 19
LIVINGSTON.									
Roseland.....	19	748 00	250 41	998 41	650 00	29 00	14 75	18 10	711 85
Livingston.....	20	690 46	395 12	1,085 58	475 00	41 00	20 00	290 30	826 30
Squiertown.....	21	381 20	196 88	578 08	400 00	21 50	.....	99 99	521 49
Northfield.....	22	440 91	314 10	755 01	480 00	32 42	13 85	80 06	606 33
Washington Place.	23	375 00	248 58	623 58	350 00	13 50	182 50	6 77	552 77
		2,635 57	1,405 09	4,040 66	2,355 00	137 42	231 10	495 22	3,218 74
MILLBURN.									
White Oak Ridge..	24	824 13	1,011 65	1,835 78	330 00	16 73	613 80	20 00	980 53
Washington.....	26	2,883 08	834 98	3,718 06	2,070 00	50 00	133 29	217 01	2,470 30
		3,707 21	1,846 63	5,553 84	2,400 00	66 73	747 09	237 01	3,450 83
SOUTH ORANGE.									
Maplewood.....	27	2,997 93	155 39	3,153 32	2,100 00	93 85	138 88	564 33	2,897 06
Columbia.....	28	8,180 35	4,248 14	12,428 49	7,798 00	249 25	328 75	2,165 35	10,541 35
Vailsburg.....	29	1,936 86	900 00	2,836 86	1,550 00	142 84	365 35	477 84	2,536 03
Hilton.....	30	1,261 89	525 00	1,786 89	1,150 00	85 12	253 45	258 71	1,747 28
		14,377 03	5,828 53	20,205 56	12,598 00	571 06	1,086 43	3,466 23	17,721 72
CLINTON.									
Irvington.....	31	4,273 43	9,557 92	13,831 35	5,887 50	291 80	447 27	2,779 39	9,405 96
Lyons Farms.....	33	434 91	218 43	653 34	400 00	21 00	.....	80 23	501 23
Waverly.....	34	401 73	591 12	992 85	550 00	58 20	39 73	96 89	744 82
		5,110 07	10,367 47	15,477 54	6,887 50	371 00	487 00	2,956 51	10,652 01

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.								Average number who have attended school during the time it has been kept open.
7	\$90,000	1,958	10	1,124	16	587	228	136	157	838	135	426	1,440	2	26	\$131 00	\$50 71
6	2,000	118	10	58	.....	9	15	15	19	38	10	18	80	.....	1	.....	50 00
	92,000	2,076	10	1,182	16	596	243	151	176	976	145	444	1,520	2	27	131 00	50 68
8	116,000	1,647	10	1,335	33	588	293	159	262	932	151	222	1,296	2	33	225 00	63 35
9	5,000	333	10	134	.....	25	33	27	49	78	121	115	200	.....	3	.....	55 00
10	10,000	184	10	142	1	64	22	32	43	94	2	38	146	1	3	85 00	50 00
	131,000	2,164	10	1,611	34	677	348	218	334	1,104	274	375	1,642	3	39	145 00	61 68
11	4,500	109	10	78	.....	26	12	10	30	46	.....	21	130	1	1	60 00	35 00
12	12,000	152	10	130	3	61	18	11	37	79	3	2	150	1	2	70 00	41 25
13	25,000	295	10	242	40	116	12	32	42	189	20	11	280	1	6	110 00	41 60
14	1,500	62	10	47	.....	9	11	16	11	25	.....	11	50	1	.....	65 00	.....
15	1,000	79	10	51	1	13	10	12	15	35	.....	22	35	.....	2	.....	35 00
16	1,000	37	10	32	.....	5	6	13	8	19	.....	7	40	.....	1	.....	38 00
	45,000	473	10	580	44	230	69	94	143	393	23	51	685	4	12	76 25	39 59
19	2,500	97	10	92	.....	31	26	28	7	49	.....	11	100	1	1	50 00	32 50
20	3,000	73	10	58	29	13	7	1	8	37	.....	16	50	1	.....	47 50	.....
21	700	32	9.5	42	.....	19	12	1	10	25	.....	6	44	1	.....	42 10	.....
22	1,200	79	10	61	20	18	8	7	8	32	.....	21	40	1	.....	48 00	.....
23	1,200	43	10	31	.....	11	7	3	10	19	.....	1	40	.....	1	.....	35 00
	8,600	324	9.9	284	49	92	60	40	43	162	.....	55	274	4	2	46 90	33 75
24	1,200	56	10	24	2	4	18	.....	.....	17	6	10	40	.....	1	.....	33 00
26	4,000	462	10	192	9	59	27	44	53	114	83	73	165	1	3	91 00	46 66
	5,200	518	10	216	11	63	45	44	53	131	89	83	205	1	4	91 00	43 24
27	4,500	160	10	112	2	57	18	9	26	78	20	48	200	1	3	110 00	55 33
28	30,000	755	10	324	.....	139	86	34	65	218	268	208	357	1	10	170 00	61 00
29	9,000	271	10	146	11	36	12	19	68	83	33	40	152	1	2	72 00	45 50
30	5,000	108	10	91	9	18	25	11	28	56	.....	20	80	.....	2	.....	57 50
	48,500	1,294	10	673	22	250	141	73	187	435	321	316	789	3	17	117 33	57 76
31	28,000	827	9.8	676	.....	275	153	72	176	442	26	206	545	1	10	150 00	43 87
33	1,000	68	10	57	.....	6	10	9	32	23	3	16	42	.....	1	.....	40 00
34	3,000	56	10	57	.....	15	15	7	20	33	.....	11	57	.....	1	.....	55 00
	32,000	951	9.9	790	.....	296	178	88	228	498	29	233	644	1	12	150 00	44 48

Statistical Report, by Districts, for the County of GLOUCESTER,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Essex—Con.									
WEST ORANGE.									
St. Mark's.....	39	\$10,753 71	\$10,882 46	\$21,616 17	\$6,809 25	437 75	\$5,946 81	\$2,028 15	\$15,221 96
Pleasant Valley.....	40	594 56	800 00	1,394 56	850 00	231 50	18 61	28 86	1,128 97
West Orange.....	41	367 08	556 21	923 29	500 00	30 00	117 33	102 96	750 29
South Mountain.....	42	1,256 64	900 00	2,156 64	1,220 00	98 50	411 77	379 25	2,109 52
		12,951 99	13,138 67	26,090 66	9,379 25	797 75	6,494 52	2,539 22	19,210 74
Newark.....	43	383,614 00	210,489 99	594,103 99	357,218 94	9,115 99	43,358 53	78,270 22	487,963 68
Orange.....	44	35,095 37	14,090 65	49,186 02	30,691 40	1,514 01	5,136 99	6,519 94	43,862 34
East Orange.....	45	34,480 82	12,500 00	46,980 82	34,886 00	1,696 10	3,502 19	8,752 15	48,886 44
Summary.									
Belleville.....		6,383 54	4,714 21	11,097 75	6,080 00	270 25		2,543 78	8,894 03
Franklin.....		5,544 62	3,548 78	9,093 40	4,000 00	259 50		4,236 84	8,496 34
Bloomfield.....		25,720 18	6,162 09	31,882 27	16,323 38	844 03	7,802 18	6,441 28	31,410 87
Montclair.....		55,994 16	9,270 01	65,264 17	27,649 50	1,280 91	12,167 53	2,158 25	43,256 19
Caldwell.....		8,461 83	1,962 33	10,424 16	7,776 25	319 55	1,349 04	337 35	9,782 19
Livingston.....		2,635 57	1,405 09	4,040 66	2,355 00	137 42	231 10	495 22	3,218 74
Millburn.....		3,707 21	1,846 63	5,553 84	2,400 00	66 73	747 09	237 01	3,450 83
South Orange.....		14,377 03	5,828 53	20,205 56	12,598 00	571 06	1,086 43	3,466 23	17,721 72
Clinton.....		5,110 07	10,367 47	15,477 54	6,837 50	371 00	487 00	2,956 51	10,652 01
West Orange.....		12,951 99	13,138 67	26,090 66	9,379 25	797 75	6,494 52	2,539 22	19,210 74
Newark.....		383,614 00	210,489 99	594,103 99	357,218 94	9,115 99	43,358 53	78,270 22	487,963 68
Orange.....		35,095 37	14,090 65	49,186 02	30,691 40	1,514 01	5,136 99	6,519 94	43,862 34
East Orange.....		34,480 82	12,500 00	46,980 82	34,886 00	1,696 10	3,502 19	8,752 15	48,886 44
		574,076 33	295,324 45	869,400 78	518,195 22	17,244 30	82,362 60	118,954 00	736,756 12
GLOUCESTER									
Woodbury.....	1	17,043 08		17,043 08	9,696 00	758 01	907 80	5,763 76	17,125 57
DEPTFORD.									
Almonesson.....	2	681 76	280 17	961 93	710 00	34 79		152 49	897 23
Wenonah.....	54	1,425 79	500 00	1,925 79	1,000 00	20 07	500 00	263 61	1,783 68
Monongahela.....	3	648 37		648 37	400 00	48 87	47 50	31 00	527 37
Westville.....	61	2,368 16	3,800 00	6,168 16	1,275 00	87 75	3,883 20	478 32	5,724 27
		5,127 08	4,580 17	9,707 25	3,385 00	191 48	4,430 70	925 42	8,932 60
WEST DEPTFORD.									
Mantua Grove.....	4	681 17		681 17	400 00	44 88		50 70	495 58
Thoroughfare.....	5	1,207 14		1,207 14	770 00	101 77		120 51	992 28
Red Bank.....	6	497 53		497 53	342 00	30 78	50	61 36	434 64
		2,485 84		2,385 84	1,512 00	177 43	50	232 57	1,922 50

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Average number who have attended school during the time it has been kept open.	Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.								
39	\$42,000	900	10	536	107	61	128	98	142	320	193	227	650	1	12	\$140 00	\$47 50
40	2,000	74	10	60	26	11	4	5	14	36	8	18	60	.....	2	.....	42 50
41	5,000	69	10	47	.....	29	2	1	15	33	4	15	38	.....	1	.....	50 00
42	5,000	125	10.5	101	12	23	23	14	29	60	7	19	140	1	1	80 00	42 00
	54,000	1,168	10.1	744	145	124	157	118	200	449	212	279	888	2	16	110 00	44 19
43	137,937.5	52,636	10	26,650	1028	11,437	4323	3089	6773	17,588	8,529	11,840	23,613	35	428	170 00	65 00
44	165,000	5,652	9.9	2,114	.....	949	417	256	492	1,440	1,434	1,555	2,026	5	46	160 00	52 00
45	290,000	3,197	10	2,319	16	1,152	437	242	472	1,659	536	618	2,317	6	46	149 00	57 00
.....	18,000	854	10	476	.....	169	105	60	142	302	268	188	456	1	4	150 00	50 77
.....	30,000	623	10	366	77	107	45	37	100	47	23	97	456	1	6	120 00	42 50
.....	92,000	2,076	10	1,182	16	596	243	151	176	876	145	444	1,520	2	27	131 00	50 68
.....	131,000	2,164	10	1,611	34	677	348	218	334	1,104	274	375	1,642	3	39	145 00	61 68
.....	45,000	473	10	580	44	230	69	94	143	393	20	31	685	4	12	76 25	39 59
.....	8,600	324	9.9	284	49	92	60	40	43	163	.....	55	274	4	2	46 90	33 75
.....	5,200	518	10	216	11	63	45	44	53	131	89	83	205	1	4	91 00	45 24
.....	48,500	1,294	10	673	22	230	141	73	187	36	321	316	1,489	4	16	117 33	57 76
.....	32,000	951	9.9	790	.....	296	178	88	228	498	29	233	644	1	12	150 00	44 48
.....	54,000	1,168	10	744	145	124	157	118	200	449	212	279	888	2	16	110 00	44 19
.....	137,937.5	52,636	10	26,650	1028	11,437	4323	3089	6773	17,588	8,529	11,840	23,613	35	428	170 00	65 00
.....	165,000	5,652	9.9	2,114	.....	949	417	256	492	1,440	1,434	1,555	2,026	5	46	160 00	52 00
.....	290,000	3,197	10	2,319	16	1,152	437	242	472	1,659	536	618	2,317	6	46	149 00	57 00
	229,867.5	72,191	9.9	38,005	1442	16,142	6568	4510	9343	24,486	11,883	16,157	36,215	69	658	145 41	60 61
1	46,500	1,176	10	973	48	314	206	135	270	565	63	283	935	2	18	92 50	42 65
2	1,000	96	9.5	77	.....	6	13	13	45	58	.....	26	86	1	1	60 00	35 00
54	3,500	111	10	84	.....	52	9	14	9	55	6	17	80	.....	2	.....	50 00
3	2,000	50	10	37	1	9	6	3	18	30	.....	10	46	.....	1	.....	40 00
61	6,000	175	10	156	.....	37	39	32	48	95	.....	22	200	1	2	65 00	38 75
	12,500	432	9.9	354	1	104	67	62	120	238	6	75	412	2	6	62 50	40 94
4	1,500	69	10	60	3	9	9	12	27	31	1	4	92	.....	1	.....	40 00
5	2,000	127	10	96	.....	14	28	23	31	53	1	21	115	.....	2	.....	40 00
6	500	72	9	55	.....	26	12	9	8	25	.....	16	60	.....	1	.....	38 00
	4,000	268	9.7	211	3	49	49	44	66	109	2	41	267	.....	4	.....	39 33

Statistical Report, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Gloucester—									
Con.									
MANTUA.									
Mantua.....	9	\$1,689 49	\$250 00	\$1,939 49	\$1,000 00	\$27 50	\$152 07	\$133 99	\$1,315 50
Knight's Run.....	10	437 02	161 48	598 50	356 25	20 00	1 00	21 25	398 50
Emlin.....	11	567 42	.....	567 42	308 30	18 00	11 68	29 16	367 14
Barnsboro.....	12	543 73	60 00	603 73	450 00	27 05	36 75	46 69	560 49
Pitman.....	38	1,730 99	.....	1,730 99	880 00	38 40	23 20	545 50	1,487 10
		\$4,968 65	471 48	5,440 13	2,994 55	130 95	224 64	776 59	4,126 73
EAST GREENWICH.									
Berkley.....	13	492 81	6 08	498 89	350 00	29 57	2 30	23 75	405 62
Greenwich.....	14	1,193 95	73 29	1,267 24	500 00	24 50	109 53	20 00	654 03
Clarksboro.....	17	467 14	124 74	891 88	500 00	24 70	316 69	46 27	887 66
		2,153 90	504 11	2,658 01	1,350 00	78 77	428 52	90 02	1,947 31
GREENWICH.									
Gibbstown.....	15	782 75	195 46	978 21	805 00	28 02	.....	75 07	908 09
Paulsboro.....	16	2,573 79	1,500 00	4,073 79	2,300 00	136 57	302 52	480 37	3,219 46
		3,356 54	1,695 46	5,052 00	3,105 00	164 59	302 52	555 44	4,127 55
SOUTH HARRISON.									
Oak Grove.....	22	337 72	.....	337 72	252 00	20 00	6 00	14 91	292 91
Cedar Grove.....	23	609 36	.....	609 36	270 00	21 77	9 66	15 00	316 43
Harrisonville.....	24	982 27	1 80	982 27	757 50	31 30	19 42	78 69	886 91
Columbia.....	26	423 62	.....	423 62	300 00	20 77	3 35	22 28	346 40
		2,352 97	1 80	2,352 97	1,579 50	93 84	38 43	130 88	1,842 65
HARRISON.									
Richwood.....	7	472 46	108 77	581 23	400 00	35 26	100 00	27 00	562 26
Jefferson.....	8	904 16	110 00	1,014 16	450 00	20 49	84 90	48 42	603 81
Washington.....	18	487 26	50 00	537 26	335 00	16 50	.....	17 72	369 72
Clem's Run.....	20	421 47	.....	421 47	270 00	30 00	.....	20 00	320 00
Union.....	27	1,053 17	.....	1,053 17	870 00	8 00	77 68	77 05	1,032 73
Harmony.....	28	734 74	250 00	984 74	550 00	14 31	250 00	154 42	968 73
Good Will.....	29	835 61	100 00	935 61	620 00	30 06	.....	87 66	737 72
		4,908 87	618 77	5,527 64	3,495 00	154 62	512 58	432 27	4,594 47
WOOLWICH.									
Poplar Grove.....	19	723 53	254 57	978 10	432 00	31 25	262 50	20 00	745 75
Cloverdale.....	25	449 26	35 00	484 26	350 00	20 00	9 00	17 23	396 23
Battentown.....	30	637 44	50 00	687 44	575 00	44 19	45 81	21 33	686 33
Swedesboro.....	31	2,236 11	225 00	2,461 11	1,565 00	92 75	257 84	161 20	2,076 79
		4,046 34	564 57	4,610 91	2,922 00	188 19	575 15	219 76	3,905 10

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.		Average number of months the schools have been kept open.		ATTENDANCE.								Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
						Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.	Number of children in the district attending private school.						
9	\$5,000	148	10			131	.....	21	34	28	48	64	3	13	112	1	1	\$60 00	\$40 00
10	1,000	69	8.5			50	.....	17	10	19	5	31	1	2	60	.....	1	.....	42 50
11	1,000	53	9			44	.....	16	7	11	10	26	.....	3	46	.....	1	.....	33 33
12	1,200	56	10			52	1	17	11	7	16	30	2	3	121	1	.....	45 00	.....
38	3,600	121	10			102	4	31	23	13	31	67	.....	4	110	1	1	50 00	38 00
	11,800	447	9.5			380	5	102	85	78	110	218	6	30	449	3	4	51 67	38 46
13	1,000	69	10			63	.....	22	12	5	24	29	2	6	60	.....	1	.....	35 00
14	1,800	98	10			69	.....	12	6	17	34	28	28	14	64	.....	1	.....	50 00
17	2,500	86	10			57	1	9	17	10	20	34	15	8	60	.....	1	.....	50 00
	5,300	253	10			189	1	43	35	32	78	91	45	28	184	.....	3	.....	45 00
15	2,000	122	10			92	1	18	24	15	34	50	3	26	82	1	1	55 00	30 00
16	6,000	461	10			327	.....	87	75	63	102	182	30	76	292	1	4	80 00	37 50
	8,000	583	10			419	1	105	99	78	136	232	33	102	374	2	5	67 50	33 75
22	400	36	9			25	.....	5	7	6	7	14	.....	.....	40	.....	1	.....	28 00
23	500	30	9			22	.....	7	5	4	6	13	.....	.....	50	.....	1	.....	30 00
24	1,000	85	9			76	.....	45	9	12	10	44	.....	.....	90	1	1	55 00	30 00
26	600	38	9			31	.....	1	11	11	18	35	.....	.....	35	.....	1	.....	33 33
	2,500	189	9			154	.....	58	32	33	31	106	.....	.....	215	1	4	55 00	30 33
7	1,800	49	10			52	5	20	16	5	6	26	1	1	60	.....	1	.....	40 00
8	800	80	9			68	.....	8	19	13	28	35	.....	.....	76	.....	1	.....	50 00
18	600	31	9			31	.....	3	8	9	11	17	.....	.....	42	.....	1	.....	37 22
20	900	40	9			28	.....	7	6	8	7	16	.....	.....	40	.....	1	.....	30 00
27	2,000	67	10			74	5	18	17	9	25	44	1	1	100	1	1	60 00	30 00
28	1,500	60	10			48	.....	12	18	5	13	28	.....	2	60	.....	1	.....	55 00
29	1,000	70	10			75	.....	17	13	13	32	37	.....	.....	94	1	1	50 00	30 00
	8,600	397	9.7			376	10	85	97	62	122	203	2	4	472	2	7	55 00	38 88
19	1,400	63	9			52	.....	19	10	10	13	31	.....	4	60	.....	1	.....	48 00
25	500	45	10			30	.....	7	4	6	13	15	3	4	40	.....	1	.....	35 00
30	2,000	79	10			75	.....	17	17	24	35	6	.....	.....	90	.....	2	.....	35 00
31	4,000	221	10			179	11	61	42	25	40	118	4	30	192	1	3	75 00	32 00
	7,900	408	9.7			336	11	104	73	58	90	199	13	38	382	1	7	75 00	37 50

Statistical Report, by Districts, for the County of GLOUCESTER,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Gloucester—									
LOGAN.									
Repaupo	32	\$687 35	\$60 00	\$747 35	\$517 00	\$25 30	\$62 76	\$20 00	\$625 06
Bridgeport	33	975 95	158 78	1,134 73	822 50	43 69	60 27		926 46
Madison	34	614 57	109 24	723 81	350 00	21 84	72 20	32 14	476 18
Centre Square	35	417 37	50 00	467 37	322 00	17 13	50 36	12 61	402 10
Lincoln	37	457 84		457 84	350 00	38 88	30 91	35 58	455 37
Nortonville	39	375 00	400 00	775 00	330 00	25 00	400 00	20 00	775 00
		3,528 08	778 02	4,306 10	2,691 50	171 84	676 50	120 33	3,660 17
FRANKLIN.									
Janvier	40	275 00		275 00	240 00	14 14		19 38	273 52
Franklinville	45	684 91		684 94	625 00	30 00	23 71	16 23	694 94
Malaga	46	900 76	200 00	1,100 76	646 55	60 24	275 00		981 79
Lake	47	389 00		389 00	320 00	25 00	10 00	20 00	375 00
Downtown	48	346 04		346 04	270 00	19 00		18 35	307 35
Chewsville	49	318 77		318 77	270 00	17 50		15 35	302 85
Hopewell	50	339 49		339 49	297 00	15 00	14 00	12 45	338 45
Forest Grove	52	275 00	108 21	383 21	270 00	24 60		36 02	330 62
Newfield	53	637 93	50 00	687 93	450 00	26 50	34 64	31 97	543 11
		4,166 93	358 21	4,525 14	3,388 55	231 98	357 35	169 75	4,147 63
GLASSBORO.									
Glassboro	41	6,554 17	900 00	7,454 17	4,537 50	127 30	60 00	833 00	5,557 80
ELK.									
Fairview	21	509 33		509 33	311 00	27 50		22 50	361 00
Hardingville	44	375 00		375 00	315 18	18 00	3 24	17 70	353 94
Unionville	42	768 27	64 59	832 86	591 13	27 12	8 65	18 35	645 25
		1,652 60	64 59	1,717 19	1,217 13	72 62	11 89	58 55	1,360 19
CLAYTON.									
Clayton	43	3,963 76	1,000 00	4,963 76	3,560 00	184 89		104 90	4,789 79
Fries Mill	51	487 43		487 43	315 00	18 30	7 65	21 94	362 89
		4,451 19	1,000 00	5,451 19	3,875 00	203 19	7 65	1,066 84	5,152 68
MONROE.									
Cross Keys	56	428 46	12 30	440 76	319 00	28 11	4 50	3 57	355 18
Williamstown	57	3,336 86		3,336 86	2,136 53	106 06		937 28	3,179 87
New Brooklyn	58	375 00		375 00	321 80	19 80		26 46	368 06
Washington Grove	59	534 72	14 79	549 51	487 50	22 85		37 63	547 98
Coles Mill	60	385 51	100 00	485 51	315 00		66 44	18 50	399 94
Downer	63	317 85		317 85	270 00	7 13	3 03	6 32	286 48
		5,378 40	127 09	5,505 49	3,849 83	183 95	73 97	1,029 76	5,137 51

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.									Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.									
32	\$1,800	100	9	75	.....	3	14	24	34	29	.....	22	22	98	.....	1	.....	\$36 50
33	1,800	115	9.5	112	.....	4	37	37	34	23	.....	23	23	120	.....	2	.....	46 25
34	1,000	57	10	50	5	3	14	17	11	22	.....	16	16	64	.....	1	.....	35 00
35	600	45	9	30	.....	12	4	12	12	19	.....	16	16	54	.....	1	.....	36 00
37	600	50	10	30	.....	10	6	6	6	22	.....	6	6	56	.....	1	.....	35 00
39	1,200	50	9	40	.....	17	3	6	14	19	.....	12	12	60	.....	1	.....	35 00
	6,000	417	9.6	337	5	37	82	102	111	175	.....	95	95	452	.....	7	.....	37 29
40	600	31	8	26	.....	.....	12	10	4	13	.....	8	8	28	.....	1	.....	30 00
45	3,000	97	9	76	.....	6	20	16	34	63	.....	126	126	.....	.....	2	.....	37 50
46	3,000	150	9.5	104	.....	17	20	20	47	48	.....	40	40	112	.....	2	.....	35 00
47	300	98	9	30	.....	8	8	8	6	14	.....	32	32	30	.....	1	.....	35 00
48	400	21	9	22	.....	2	6	6	8	14	.....	1	1	30	.....	1	.....	30 00
49	200	38	9	22	.....	2	4	10	6	12	.....	3	3	32	.....	1	.....	30 00
50	1,200	49	9	29	.....	.....	7	9	13	29	.....	18	18	46	.....	1	.....	33 00
52	2,000	40	9	26	.....	6	8	6	6	16	.....	4	4	48	.....	1	.....	30 00
53	1,000	91	9	67	.....	19	16	13	19	39	.....	22	22	60	.....	1	.....	50 00
	11,100	615	8.9	402	.....	60	101	98	143	248	3	97	97	514	.....	10	.....	34 50
41	3,000	802	10	505	2	133	107	75	188	264	.....	83	83	425	1	7	\$100 00	.....
21	1,000	49	9	50	.....	1	9	9	33	21	.....	70	70	.....	.....	1	.....	34 55
44	500	48	9	36	.....	.....	11	17	7	11	.....	7	7	44	1	.....	35 00	.....
42	2,000	105	10.2	88	.....	7	19	21	41	46	.....	20	20	160	1	1	52 50	25 00
	3,500	202	9.1	174	.....	8	40	47	79	78	.....	27	27	274	2	2	43 75	28 77
43	6,000	664	10	439	1	155	117	61	105	271	13	115	115	400	1	6	107 00	41 50	
51	700	39	9	28	.....	2	5	3	18	11	.....	10	10	52	.....	1	.....	35 00
	6,700	708	9.5	467	1	157	122	64	123	282	13	125	125	452	1	7	107 00	38 25	
56	500	47	9	35	.....	2	13	9	11	36	.....	40	40	.....	.....	1	.....	35 00
57	5,500	332	9.5	246	.....	37	63	41	105	134	.....	28	28	214	1	3	80 00	45 33
58	1,000	60	9	51	.....	4	9	15	23	22	.....	14	14	48	.....	1	.....	35 00
59	1,000	80	9.7	62	.....	15	12	13	22	26	.....	16	16	30	1	.....	50 00	.....
60	800	27	9	20	.....	2	2	3	13	8	.....	32	32	1	.....	1	.....	35 00
63	500	26	9	26	.....	19	1	2	4	19	.....	1	1	30	.....	1	.....	30 00
	9,300	572	9.3	440	.....	79	100	83	178	245	.....	59	59	414	3	6	55 00	36 78

Statistical Report, by Districts, for the County of HUDSON,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Gloucester— Con.										
WASHINGTON.										
Bethel.....	64	\$1,248 78		\$1,248 78	\$850 00	\$82 17		\$331 74	\$1,263 91	
Bunker Hill.....	65	387 50	\$122 47	509 97	315 00	28 83		50 19	394 02	
Chestnut Ridge.....	66	392 50	60 00	452 50	375 00	28 93		42 30	446 23	
Deptford.....	67	450 00		450 00	375 00	28 93		20 00	423 93	
Mount Pleasant.....	68	375 00	65 18	440 18	345 00	18 00		11 20	344 20	
		2,853 78	247 65	3,101 43	2,230 00	186 86		455 43	2,872 29	
Summary.										
Woodbury.....		17,043 08		17,043 08	9,696 00	758 01	\$907 80	5,763 76	17,125 57	
Deptford.....		5,127 08	4,580 17	9,707 25	3,385 00	191 48	4,430 70	925 42	8,932 60	
West Deptford.....		2,385 84		2,385 84	1,512 00	177 43	50	232 57	1,922 50	
Mantua.....		4,968 65	471 48	5,440 13	2,994 55	130 95	224 64	776 59	4,126 73	
East Greenwich.....		2,153 90	504 11	2,658 01	1,350 00	78 77	428 52	90 02	1,947 31	
Greenwich.....		3,356 54	1,695 46	5,052 00	3,105 00	164 59	302 52	555 44	4,127 55	
South Harrison.....		2,352 97	1 80	2,354 77	1,579 50	93 84	38 43	130 88	1,842 65	
Harrison.....		4,908 87	618 77	5,527 64	3,495 00	154 62	512 58	432 27	4,594 47	
Woolwich.....		4,046 34	564 57	4,610 91	2,922 00	188 19	575 15	219 76	3,905 10	
Logan.....		3,528 08	778 02	4,306 10	2,691 50	171 84	676 50	120 33	3,660 17	
Franklin.....		4,166 93	358 21	4,525 14	3,388 55	231 98	357 35	169 75	4,147 63	
Glassboro.....		6,554 17	900 00	7,454 17	4,537 50	127 30	60 00	833 00	5,557 80	
Elk.....		1,652 60	64 59	1,717 19	1,217 13	72 62	11 89	58 55	1,360 19	
Clayton.....		4,451 19	1,000 00	5,451 19	3,875 00	203 19	7 65	1,066 84	5,152 68	
Monroe.....		5,378 40	127 09	5,505 49	3,849 83	183 95	73 97	1,029 76	5,137 51	
Washington.....		2,853 78	247 65	3,101 43	2,230 00	186 86		455 43	2,872 29	
		74,928 42	11,911 92	86,840 34	51,828 56	3,115 62	8,608 20	12,860 37	76,412 75	
HUDSON.										
NORTH BERGEN.										
Bull's Ferry.....	1	1,336 25	150 00	1,486 25	1,500 00	40 75	24 95	496 69	2,062 39	
Secaucus.....	2	3,707 18	35 00	3,742 18	1,800 00	81 88	6 12	128 75	2,016 75	
New Durham.....	3	7,008 40	8,000 00	15,008 40	4,578 09	188 25	10,470 83	894 89	16,132 06	
E. New Durham.....	5	2,128 45	20 11	2,148 56	1,260 00	5 00	57 75	145 26	1,468 01	
		14,180 28	8,205 11	22,385 39	9,138 09	315 88	10,539 65	1,665 59	21,679 21	
Town of Union.....	6	21,621 78	5,300 71	26,922 49	18,019 73	825 10	495 03	4,448 58	23,788 44	
Weehawken.....	7	3,969 69	5,000 00	8,969 69	3,670 00	245 22	1,715 59	2,183 22	7,814 03	
Guttenberg.....	8	3,844 37	406 87	4,251 24	1,810 00	36 15	696 18	485 92	3,028 25	
UNION.										
East New York.....	9	2,007 56	742 69	2,750 25	1,075 00	100 00	309 56	100 00	1,584 56	
West New York.....	10	2,632 06	22,351 34	24,983 40	1,882 50	124 15	19,055 37	660 61	21,722 63	
		4,639 62	23,094 03	27,733 65	2,957 50	224 15	19,364 93	760 61	23,307 19	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
64	\$3,000	99	10	86	.....	7	27	19	33	41	.....	.....	120	1	1	\$55 00	\$35 00
65	1,500	55	9	48	.....	6	18	9	15	23	.....	2	50	.....	1	.....	35 00
66	1,000	49	9	40	.....	1	7	15	17	18	.....	.....	51	.....	1	.....	33 33
67	2,000	46	9	51	.....	2	18	12	19	26	.....	.....	64	1	.....	44 66	.....
68	800	45	9	24	.....	.....	3	5	16	9	.....	2	48	.....	1	.....	35 00
.....	8,300	294	9.2	249	.....	16	73	60	100	117	.....	4	333	2	4	49 83	34 58
.....	46,500	1,176	10	973	48	314	206	135	270	565	63	283	935	2	18	92 50	42 65
.....	12,500	432	9.9	354	1	104	67	62	120	238	6	75	412	2	6	62 50	40 94
.....	4,000	268	9.7	211	3	49	49	44	66	109	2	41	267	.....	4	.....	39 33
.....	11,800	447	9.5	380	5	102	85	78	110	218	6	30	449	3	4	51 67	38 45
.....	5,300	253	10	189	1	43	35	32	78	91	45	28	184	.....	3	.....	45 00
.....	8,000	583	10	419	1	105	99	78	136	232	33	102	374	2	5	67 50	33 75
.....	2,500	189	9	154	.....	58	32	33	31	106	.....	.....	215	1	4	55 00	30 33
.....	8,600	397	9.7	376	10	85	97	62	122	203	2	4	472	2	7	55 00	38 88
.....	7,900	408	9.7	336	11	104	73	58	90	199	13	38	382	1	7	75 00	37 50
.....	6,000	417	9.6	337	5	37	82	102	111	175	.....	95	452	.....	7	.....	37 29
.....	11,100	615	8.9	402	.....	60	101	98	143	248	3	97	514	.....	10	.....	34 50
.....	3,000	802	10	505	2	133	107	75	188	264	.....	83	425	1	7	100 00	45 71
.....	3,500	202	9.1	174	.....	8	40	47	79	78	.....	.....	274	2	12	43 75	28 77
.....	6,700	703	9.5	467	1	157	122	64	123	282	13	152	452	1	7	107 00	38 25
.....	9,300	572	9.3	440	.....	79	100	83	178	245	.....	59	414	3	6	55 00	36 78
.....	8,300	294	9.2	249	.....	16	73	60	100	117	.....	4	333	2	4	49 83	34 58
.....	153,000	7,758	9.6	5,966	88	1,454	1,368	1,111	1,945	3,370	186	1,091	6,554	22	101	67 89	37 45
1	3,000	238	10.5	107	15	29	14	10	39	60	69	19	190	1	1	95 00	60 00
2	2,000	288	10.4	202	24	56	49	28	45	106	.....	49	256	1	2	96 15	37 30
3	23,000	806	10.9	537	15	147	70	75	230	315	.....	85	380	3	6	85 00	35 00
5	2,350	187	11	128	5	24	37	19	39	70	3	19	100	1	1	70 00	35 00
.....	30,350	1,519	10.5	974	59	260	170	132	353	551	72	172	926	6	10	86 02	38 46
6	90,000	3,153	11	2,183	719	573	242	171	478	1,477	242	573	1,598	3	29	111 11	40 52
7	30,000	611	10.5	371	115	87	68	84	22	137	107	170	202	1	4	100 00	62 50
8	13,000	632	10.1	433	7	165	95	39	127	269	87	.....	350	1	3	90 00	33 33
9	8,000	166	11	153	28	33	37	11	44	78	26	1	120	1	1	70 00	38 00
10	30,000	573	11	405	20	90	74	64	157	207	72	6	480	1	3	80 00	31 00
.....	38,000	739	11	558	48	123	111	75	201	285	98	7	600	2	4	75 00	32 75

Statistical Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Hudson—Con.										
West Hoboken.....	11	\$23,903 35	\$3,494 50	\$27,397 85	\$14,771 75	\$473 45	\$1,278 72	\$5,665 92	\$22,189 84	
Hoboken.....	12	94,953 58	18,462 80	113,416 38	86,793 58	3,088 52	4,481 17	19,053 11	113,416 38	
Jersey City.....	13	269,415 71	150,638 62	420,054 33	240,908 89	11288 78	150,638 62	44,622 65	447,458 94	
Bayonne.....	15	50,892 82	1,000 00	51,892 82	36,242 32	1,106 95	3,801 50	10,619 14	51,769 91	
Harrison.....	16	10,182 02	3,500 00	13,682 02	9,085 43	250 00	1,314 20	2,185 80	12,835 43	
Kearny.....	17	16,974 22	488 50	17,462 72	15,458 33	563 00	40,000 00	5,499 32	61,520 65	
Summary.										
North Bergen.....		14,180 28	8,205 11	22,385 39	9,138 09	315 88	10,559 65	1,665 59	21,679 21	
Town of Union.....		21,621 78	5,300 71	26,922 49	18,019 73	825 10	495 03	4,448 58	23,788 44	
Weehawken.....		3,969 69	5,000 00	8,969 69	3,670 00	245 22	1,715 59	2,183 22	7,814 03	
Guttenberg.....		3,844 37	406 87	4,251 24	1,810 00	36 15	696 18	485 92	3,028 25	
Union.....		4,639 62	23,094 03	27,733 65	2,957 50	224 15	19,364 93	760 61	23,307 19	
West Hoboken.....		23,903 35	3,494 50	27,397 85	14,771 75	473 45	1,278 72	5,665 92	22,189 84	
Hoboken.....		94,953 58	18,462 80	113,416 38	86,793 58	3,088 52	4,481 17	19,053 11	113,416 38	
Jersey City.....		269,415 71	150,638 62	420,054 33	240,908 89	11288 78	150,638 62	44,622 65	447,458 94	
Bayonne.....		50,892 82	1,000 00	51,892 82	36,242 32	1,106 95	3,801 50	10,619 14	51,769 91	
Harrison.....		10,182 02	3,500 00	13,682 02	9,085 43	250 00	1,314 20	2,185 80	12,835 43	
Kearny.....		16,974 22	488 50	17,462 72	15,458 33	563 00	40,000 00	5,499 32	61,520 65	
		514,577 44	219,591 14	734,168 58	438,855 62	18417 20	234,345 59	97,189 86	788,808 27	
HUNTERDON										
LEBANON.										
Mount Lebanon.....	1	481 72		481 72	400 00	35 04	11 17	18 38	464 59	
Little Brook.....	2	313 11	142 80	455 91	282 27	15 84	142 80	15 00	455 91	
Lower Valley.....	3	462 32	250 00	712 32	427 60	24 19	250 00	10 53	712 32	
Chaugewater.....	4	576 22		576 22	540 92	25 30		10 00	576 22	
Mount Airy.....	5	459 36		459 36	325 00	24 15		20 00	369 15	
White Hall.....	6	448 93		448 93	395 27	23 75	15 15	14 76	448 93	
Spruce Run.....	7	307 02		307 02	237 50	15 75	4 55	10 18	267 98	
New Hampton.....	8	706 16	150 00	856 16	650 00	26 28	133 50	15 00	824 78	
Junction.....	9	1,913 92		1,913 92	1,780 00	83 68		46 80	1,910 48	
Clarksville.....	10	407 65		407 65	350 00	17 35		18 59	385 94	
Mondalia.....	11	904 53	160 00	1,064 53	850 00	37 53	89 44	146 40	1,123 37	
		6,980 94	702 80	7,683 74	6,238 56	328 86	646 61	325 64	7,539 67	
BETHLEHEM.										
Bloomsbury.....	12	1,321 19	150 00	1,471 19	1,300 00	103 00	46 03	20 00	1,469 03	
Valley.....	13	938 80		938 80	854 32	23 32		21 77	899 41	
South Asbury.....	14	515 92		515 92	457 92	38 00		20 00	515 92	
Charlestown.....	16	392 48		392 48	338 28	19 88		16 91	375 07	
Mountain View.....	17	379 69	96 87	476 56	340 45	14 55	93 62	20 00	468 62	
Hickory.....	18	277 98		277 98	228 91	29 07		20 00	277 98	
		3,826 06	246 87	4,072 93	3,519 88	227 82	139 65	118 68	4,006 03	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.										Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.										
11	\$25,000	3,210	10	2,104	213	663	354	351	523	1,361	517	955	1,610	2	32	\$137 50	\$58 60			
12	258,500	14,823	10.5	7,389	832	2,663	1199	911	1,784	4,888	1,950	3,552	6,090	10	129	126 12	47 44			
13	875,000	59,909	10	22,799	1648	10,150	3114	2869	4,998	15,669	6,941	15,055	17,642	18	414	166 87	45 68			
15	160,000	4,945	10	3,158	29	1,065	636	408	1,020	1,822	1,160	1,257	2,430	5	56	150 00	49 42			
16	20,000	2,685	10.5	740	20	188	135	110	287	399	741	577	460	3	8	127 77	55 00			
17	100,000	2,010	10	1,470	23	560	275	217	395	923	211	77	1,500	3	25	166 66	43 00			
.....	30,350	1,519	10.5	974	59	260	170	132	353	551	72	172	926	6	10	86 02	38 46			
.....	90,000	3,153	11	2,183	719	573	242	171	478	1,477	242	573	1,598	3	29	111 11	40 52			
.....	30,000	611	10.5	371	115	87	63	84	22	157	107	170	202	1	4	100 00	62 50			
.....	13,000	632	10.1	433	7	165	95	39	127	269	87	.....	350	1	3	90 00	33 33		
.....	38,000	739	11	558	48	123	111	75	201	285	98	7	600	2	4	75 00	32 75			
.....	25,000	3,210	10	2,104	213	663	354	351	523	1,361	517	955	1,610	2	32	137 50	38 60			
.....	258,500	14,823	10.5	7,389	832	2,663	1199	911	1,784	4,888	1,950	3,552	6,090	10	129	126 12	47 44			
.....	875,000	4,945	10	22,779	1648	10,150	3114	2869	4,998	15,669	1,160	1,257	17,642	18	414	166 87	45 68			
.....	160,000	2,685	10	3,158	29	1,065	636	408	1,020	1,822	741	577	2,430	5	56	150 00	49 42			
.....	20,000	2,010	10.5	740	20	188	135	110	287	399	211	77	460	3	8	127 77	55 00			
.....	100,000	59,909	10	1,470	23	560	275	217	395	923	6,941	15,055	1,500	3	25	166 66	43 00			
.....	163,985	94,236	10.5	42,159	3713	16,497	6394	5367	10,188	27,801	12,126	22,395	33,418	54	714	136 34	43 35			
1	1,000	55	10	40	.....	.....	4	15	21	15	.....	.....	60	1	.....	40 00	.....		
2	800	35	9	28	.....	.....	4	9	10	15	.....	.....	38	.....	1	.....	31 36
3	1,000	54	10	50	.....	.....	4	9	24	30	.....	.....	48	.....	1	.....	42 76
4	1,500	82	10	70	4	11	16	10	29	38	.....	.....	8	50	1	54 10	.....		
5	500	50	10	46	16	5	7	6	12	17	.....	.....	9	38	.....	32 50	.....		
6	500	60	10	39	8	7	8	7	9	21	.....	.....	15	50	.....	39 50	.....		
7	600	36	9.5	28	.....	.....	5	3	10	15	.....	.....	30	.....	1	25 00	.....		
8	2,500	99	10	95	.....	.....	34	21	19	49	1	9	56	1	.....	65 00	.....		
9	6,000	269	10	224	1	37	71	48	67	131	.....	.....	20	240	1	80 00	32 66	
10	3,000	51	9.5	45	.....	.....	8	13	16	8	21	2	60	1	.....	36 84	.....		
11	3,000	122	10	117	.....	.....	21	24	22	50	58	.....	25	150	1	50 00	35 00
.....	20,400	913	9.8	782	29	136	185	173	259	410	3	90	820	6	9	54 30	34 11			
12	7,000	188	10	159	2	56	31	22	48	98	7	31	176	1	2	65 00	32 50			
13	1,200	117	10	90	.....	.....	18	21	33	47	.....	.....	16	70	1	85 40	.....		
14	500	63	10	51	.....	.....	9	10	21	28	.....	.....	5	50	1	45 79	.....		
16	300	58	10	46	.....	.....	9	9	13	15	24	.....	45	.....	1	33 82	.....		
17	500	45	10	37	.....	.....	3	5	3	26	14	.....	30	1	.....	35 00	.....		
18	1,500	38	9	32	.....	.....	1	2	5	24	10	1	10	52	.....	25 00	.....		
.....	11,000	509	9.8	415	2	96	78	72	167	221	8	62	423	4	4	61 80	34 28			

Statistical Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS.	FINANCIAL STATEMENT.								
	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Hunterdon— Con.									
ALEXANDRIA.									
Little York.....	21	\$648 56		\$648 56	\$609 02	\$21 50		\$18 04	\$648 56
Everittstown.....	28	438 20		438 20	375 00	15 50	\$10 52	19 84	420 86
Winchell's Grove..	29	462 95		462 95	300 00	20 00	87 95	20 00	427 95
Pittstown.....	30	395 10		395 10	333 34	29 21		20 00	382 55
Old Church.....	31	422 44		422 44	336 07	18 93		20 00	375 00
		2,367 25		2,367 25	1,953 43	105 14	98 47	97 88	2,254 92
HOLLAND.									
Mount Joy.....	19	714 70		714 70	665 00	26 27	10 00	13 03	714 70
Holland.....	20	604 45		604 45	180 00	21 47		20 00	521 47
Spring Mills.....	21	469 10		469 10	320 00	23 65		20 00	363 65
Millersville.....	22	287 00		287 00	225 00	25 86	4 79	20 00	275 65
Hawk's.....	23	151 95		151 95	336 00	15 65		16 65	368 30
Mount Pleasant....	25	435 53		435 53	412 33	11 20		12 00	435 53
Milford.....	26	1,672 07		1,672 07	1,168 40	62 20	191 98	20 00	1,442 58
		4,634 80		4,634 80	3,696 73	186 70	206 77	121 68	4,121 88
FRENCHTOWN.									
Frenchtown.....	32	2,048 05		2,048 05	1,650 00	76 93	40 83	77 85	1,845 61
KINGWOOD.									
Oak Summit.....	34	\$411 62	\$50 00	391 62	300 00	19 85	50 00	14 19	384 04
Baptisttown.....	35	347 66		347 66	300 00	22 24		19 18	341 42
Union.....	36	275 87		275 87	240 00	13 50		20 00	273 50
Independence.....	37	328 58		328 58	283 33	18 57		8 96	310 86
Spring Hill.....	38	375 00		375 00	247 66	18 52		15 00	281 18
Scott's.....	39	437 16		437 16	270 00	21 93		6 78	298 71
Rock Ridge.....	40	426 58		426 58	360 00	24 76		10 24	395 00
Warsaw.....	41	388 52		388 52	265 00	54 19	39 71	18 39	377 29
		2,920 99	50 00	2,970 99	2,265 99	193 56	89 71	112 74	2,662 00
FRANKLIN.									
Franklin.....	42	419 71		419 71	350 44	25 22	26 50	17 80	419 96
Quakertown.....	43	379 90		379 90	339 11	25 79		15 00	379 90
Sunnyside.....	44	415 42		415 42	369 20	20 54		20 00	409 74
Cherryville.....	45	375 00		375 00	338 16	16 84		20 00	375 00
Sidney.....	46	375 00		375 00	347 42	12 46		15 12	375 00
		1,965 03		1,965 03	1,744 33	100 85	26 50	87 92	1,959 60
HIGH BRIDGE.									
Califon.....	15	966 42	250 00	1,216 42	885 18	42 31	255 93	23 46	1,206 88
Rocky Run.....	59	415 20		415 20	350 00	16 30		16 57	382 87
Silverthorne.....	60	629 82	50 00	679 82	580 62	29 90	48 78	19 30	678 60
High Bridge.....	61	1,586 36		1,586 36	1,490 00	38 00	35 00	23 70	1,586 70
Cokesbury.....	65	435 90		435 90	382 59	25 23		20 00	427 82
Mount Grove.....	65½	375 00		375 00	334 14	20 86		20 00	375 00
		4,418 70	300 00	4,718 70	4,022 53	172 60	339 71	123 03	4,657 87

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
24	\$1,000	70 9		63		5	13	15	30	30		2	50	1		\$67 67	
28	500	69 10		64		3	9	18	34	25			50	1			37 50
29	300	42 10		31		2	9	6	8	14			30	1			30 00
30	800	54 10		55		27	11	7	10	29		4	56	1			33 34
31	500	52 10		39		4	12	8	15	19		6	30	1		33 60	
	3,100	287 9.8		252		47	54	54	97	117		12	216	2	3	50 64	33 61
19	1,200	102 9.5		80		34	19	9	18	59	8	18	102	1	1	40 00	35 00
20	1,200	66 10		55		11	13	12	19	37		8	60	1			48 00
21	2,500	40 10		26	1	2	5	6	12	12		9	50	1			30 00
22	400	34 9		24		5	2	9	8	12	1		40	1			25 00
23	500	45 10.5		27	1	1	8	5	12	11			28	1			32 00
25	500	65 10		73		5	11	13	44	36			60	1		41 00	
26	4,500	129 10		119		49	25	14	31	77		1	168	2	1	50 00	20 00
	10,800	481 9.8		404	2	107	83	68	144	244	9	36	508	4	6	43 66	31 66
32	4,500	236 10		167	6	75	30	31	25	112	2		216	1	3	60 00	35 00
34	800	31 10		34		6	7	6	15	15		1	30		1		33 33
35	900	48 10		39	1	5	11	5	17	19		6	40	1		30 00	
36	600	20 9		16		1	1	14	5	5		1	44	1		26 67	
37	400	38 10		31		3	6	9	13	14		3	30		1		28 33
38	300	46 10		37		3	6	7	21	16		13	34		1		24 76
39	1,200	47 9		45		6	15	18	12	12		5	52		1		30 00
40	800	56 9		45		8	4	11	22	21		2	40	1		40 00	
41	1,000	26 10		20		2	4	7	7	9		1	36		1		26 50
	6,000	312 9.6		261	1	27	45	61	127	111		32	306	3	5	32 22	28 58
42	1,000	60 10		48		3	5	10	30	17		3	64		1		35 00
43	1,200	47 9		45		4	20	11	10	30		3	52	1			33 43
44	600	57 10.5		40		8	4	4	24	22		3	40		1		35 00
45	1,000	47 10		41		4	10	7	20	19	1	3	48		1		33 81
46	1,200	53 9.5		44		18	11	8	7	19	1	3	44	1		36 66	
	5,000	264 9.8		218		37	50	40	91	107	2	15	248	2	3	36 66	34 81
15	3,000	141 10		137	37	15	23	20	42	80	1	3	182	1	1	50 00	35 00
59	300	38 10		31		6	5	15	5	17			40		1		35 00
60	1,200	88 9.5		65		6	19	19	21	24	2	19	84		2		30 56
61	3,000	208 10		172	1	43	43	29	56	95		31	160	1	2	65 00	42 00
65	1,500	70 10		53		4	6	15	28	21		11	50		1		38 00
65½	1,500	24 10		24		1	5	9	9	11			52		1		33 00
	10,500	569 9.9		482	38	75	101	107	161	248	3	64	518	2	8	57 50	35 59

Statistical Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Hunterdon—									
Con.									
UNION.									
The Union.....	47	\$432 40		\$432 40	\$361 00	\$33 51	\$9 97	\$10 03	\$414 51
Van Syckel's.....	48	377 20		377 20	337 21	19 99		20 00	377 20
Pattenburg.....	49	636 52		636 52	610 71	12 81		13 00	636 52
Mechlin's.....	50	448 92		448 92	448 92	13 72	4 36	19 31	486 31
Cook's.....	51	321 92		321 92	241 25	24 84		20 00	286 09
New Stone.....	52	390 94		390 94	346 58	24 36		20 00	390 94
		2,607 90		2,607 90	2,345 67	129 23	14 33	102 34	2,591 57
CLINTON.									
Annandale.....	54	1,006 16	\$606 09	1,612 25	938 77	40 89	606 09	26 50	1,612 25
Bray's Hill.....	55	375 00	63 19	438 19	330 00	25 58	63 19	17 14	435 91
Lebanon.....	56	931 32	200 00	1,131 32	867 50	52 64	116 23	36 35	1,072 72
Round Valley.....	57	498 45	200 00	698 45	420 00	20 04	228 99	14 53	683 56
Hamden.....	58	407 81		407 81	323 33	16 54		26 92	366 79
		3,218 74	1,069 28	4,288 02	2,879 60	155 69	1,014 50	121 44	4,171 23
Clinton Borough...	59	2,343 02	375 00	2,668 02	1,705 00	97 16	135 59	67 18	2,004 93
TEWKSBURY.									
Fairmount.....	62	716 93		716 93	684 08	24 89		7 96	716 93
Farmersville.....	63	375 00		375 00	337 65	26 40		10 95	375 00
Mountainville.....	64	542 72		542 72	495 60	27 12		20 00	542 72
Apgar's Corner.....	66	380 57		380 57	333 33	23 25		10 55	367 13
New Germantown.....	67	691 71		691 71	649 84	20 15		20 00	689 99
The Centre.....	68	407 34		407 34	333 33	22 41		14 75	370 49
		3,114 27		3,114 27	2,833 83	144 22		84 21	3,062 26
READINGTON.									
Stanton.....	69	469 02		469 02	437 74	17 98		13 30	469 02
Three Corners.....	70	442 22		442 22	353 25	20 84	48 13	20 00	442 22
The Station.....	71	919 92	105 00	1,024 92	858 00	30 93	105 00	29 00	1,022 93
White House.....	72	596 32		596 32	550 00	16 97		20 00	586 97
Cold Brook.....	73	381 91		381 91	333 33	17 60		20 00	370 93
Pleasant Run.....	74	573 50		573 50	500 00	19 31		20 00	539 31
The Ridge.....	75	375 00		375 00	333 33	21 89		19 78	375 00
Readington.....	76	410 61		410 61	360 00	25 00	10 80	14 79	410 59
Centreville.....	77	391 84		391 84	336 87	30 80		20 00	387 67
Three Bridges.....	78	542 72		542 72	500 00	22 72		20 00	542 72
The Grove.....	79	387 02	75 00	462 02	328 75	19 25	87 00	20 00	455 00
		5,490 08	180 00	5,670 08	4,891 27	243 29	250 93	216 87	5,602 36

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
			Average number of months the schools have been kept open.	Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
47	\$1,200	47	9.5	35	.....	6	9	14	6	17	7	.....	40	1	.....	\$38 00	.....
48	1,000	47	9.5	35	.....	3	4	8	23	13	.....	3	40	1	.....	35 00	.....
49	400	84	9.7	81	.....	9	25	19	28	40	.....	4	60	1	.....	62 64	.....
50	1,000	60	9	51	.....	4	13	9	25	24	.....	2	50	1	.....	49 00	.....
51	500	28	9	20	.....	11	4	2	3	14	.....	5	40	.....	1	.....	\$26 66
52	1,200	41	9.5	42	.....	12	5	2	27	17	.....	12	50	1	.....	38 00	.....
	5,300	307	9.3	267	.....	35	60	60	112	125	9	25	280	5	1	44 61	26 66
54	4,500	117	10	94	.....	28	19	19	28	53	.....	25	112	1	1	60 00	35 00
55	1,000	46	10	32	.....	1	5	7	19	12	.....	.....	32	.....	1	.....	33 00
56	3,900	125	10	101	.....	23	29	21	28	55	.....	19	100	1	1	43 37	43 37
57	3,000	74	10	58	.....	8	14	8	28	26	.....	1	7	.....	1	.....	42 00
58	800	50	10	46	.....	2	12	7	25	19	.....	4	46	.....	1	.....	33 33
	12,300	412	10	331	.....	62	79	62	128	165	5	51	354	2	5	51 68	37 34
53	10,000	196	10	172	1	43	49	41	38	103	12	.....	186	1	3	75 00	31 66
62	1,500	91	10	72	.....	9	16	16	31	34	.....	4	70	1	.....	68 40	.....
63	1,500	46	10	38	.....	8	11	8	11	21	.....	4	48	.....	1	.....	33 76
64	800	71	10	63	.....	11	7	21	24	26	.....	12	40	1	.....	64 00	.....
66	1,000	53	10	39	.....	2	10	1	26	14	.....	13	46	.....	1	.....	33 33
67	2,500	90	10.5	61	.....	22	10	9	20	33	.....	5	22	70	1	.....	61 50
68	1,000	45	9.7	33	.....	2	6	4	21	13	.....	8	32	1	.....	33 34	.....
	8,300	396	10	306	.....	54	60	59	133	141	5	63	306	4	2	52 20	33 33
69	800	64	10.5	40	6	7	6	10	11	29	1	14	50	.....	1	.....	41 65
70	1,000	70	10.5	57	.....	8	16	17	16	33	1	5	40	.....	1	.....	33 34
71	4,000	124	10	104	3	20	18	13	50	49	.....	33	150	.....	2	.....	85 80
72	3,000	89	10	67	.....	12	14	41	.....	25	5	16	68	.....	1	.....	55 00
73	1,400	52	10	41	.....	6	6	29	.....	12	.....	11	32	1	.....	33 34	.....
74	1,200	75	10.5	64	.....	6	7	12	39	25	.....	1	90	.....	1	.....	47 61
75	600	48	10	38	.....	8	2	9	19	17	.....	1	4	.....	1	.....	33 34
76	600	75	10	68	.....	10	12	15	31	33	.....	12	38	.....	1	.....	36 32
77	900	52	9	48	.....	2	9	37	15	15	.....	4	60	1	.....	35 00	.....
78	1,500	74	10	59	.....	11	12	16	20	30	1	16	60	.....	1	.....	50 00
79	600	47	10.7	34	.....	11	4	2	17	22	.....	.....	30	.....	1	.....	30 00
	15,600	770	10.1	620	9	81	97	123	310	290	9	116	658	2	10	34 17	45 89

Statistical Report, by Districts, for the County of HUNTERDON,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Hunterdon— Con.									
RARITAN.									
Klinesville.....	80	\$526 49	470 00	5596 49	3333 34	217 36	\$70 00	\$20 00	\$440 70
Oak Grove.....	81	454 75	.....	454 75	333 33	24 75	.....	17 48	375 56
Voorhees.....	82	376 37	.....	376 37	341 66	21 07	.....	13 64	376 37
Reaville.....	83	375 00	.....	375 00	312 70	23 90	19 40	19 00	375 00
Pleasant Ridge.....	84	434 32	.....	434 32	276 00	26 65	.....	20 00	322 65
Neshanic.....	86	375 00	.....	375 00	330 00	25 00	.....	20 00	375 00
Flemington.....	87	5,051 09	593 11	5,644 20	3,555 00	114 66	118 53	429 07	4,217 26
Wagner's.....	88	375 00	.....	375 00	333 33	22 20	.....	19 47	375 00
Harmony.....	89	381 08	.....	381 08	296 00	39 00	.....	19 81	354 81
Summit.....	90	375 00	.....	375 00	337 00	18 00	.....	20 00	375 00
		8,724 13	663 11	9,387 24	6,448 36	332 59	207 93	598 47	7,587 35
DELAWARE.									
Higgins.....	85	375 00	.....	375 00	270 00	25 00	.....	20 00	315 00
Locktown.....	91	517 29	.....	517 29	440 00	30 99	22 50	20 00	513 49
Croton.....	92	386 35	.....	386 35	354 00	19 50	.....	12 85	386 35
Sand Brook.....	93	476 83	.....	476 83	427 66	30 09	.....	19 08	476 83
Moore's.....	94	381 09	.....	381 09	333 68	21 32	.....	20 00	375 00
Sergeant's.....	95	457 91	.....	457 91	415 41	22 50	.....	20 00	457 91
Van Dolah's.....	96	517 51	.....	517 51	430 00	24 00	.....	20 00	474 00
Reading's.....	97	555 21	.....	555 21	475 00	24 88	.....	.....	499 88
Stockton.....	98	1,682 48	423 00	2,105 48	1,350 00	102 38	145 28	60 00	1,657 66
Sergeant'sville.....	109	424 70	.....	424 70	350 00	24 00	.....	20 00	394 00
		5,774 37	423 00	6,197 37	4,845 75	324 66	167 78	211 93	5,550 12
EAST AMWELL.									
Wertsville.....	100	462 32	.....	462 32	337 50	27 96	76 86	20 00	462 32
Mountain.....	101	275 00	.....	275 00	240 60	18 00	.....	17 00	275 00
Unionville.....	102	415 42	.....	415 42	376 33	19 09	.....	20 00	415 42
Ringoes.....	103	470 24	.....	470 24	375 00	21 20	9 61	20 00	425 81
		1,622 98	.....	1,622 98	1,328 83	86 25	86 47	77 00	1,578 55
WEST AMWELL.									
Rocktown.....	104	365 00	.....	365 00	320 00	25 00	.....	20 00	365 00
Mount Airy.....	105	464 29	.....	464 29	403 57	38 75	.....	19 65	461 97
High Valley.....	106	489 50	.....	489 50	282 50	27 83	20 00	20 00	350 33
Mount Range.....	107	576 26	260 45	836 71	538 00	18 00	245 00	20 00	821 00
		1,895 05	260 45	2,155 50	1,544 07	109 58	265 00	79 65	1,998 30
Lambertville.....	108	6,865 58	1,157 75	8,023 38	6,575 00	218 04	385 54	723 48	7,902 06

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age-enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
80	\$800	49 10		43	12	2	11	18	22	6			35	1		33 33	
81	800	56 10		50	4	1	13	32	18	1			60	1		33 34	
82	500	49 10		31	5	10	6	7	17	1	15		40	1		33 33	
83	1,500	47 9.5		44	2	14	7	21	19	14			60	1		33 34	
84	800	35 10		28	4	11	13	10	1	3			25	1		26 66	
86	800	51 10		46	4	8	12	22	22	36	1		36	1	333 00		
87	15,000	454 10		316	1	124	70	43	78	200	22	88	338	1	6	100 00	42 58
88	1,600	34 10		34	6	3	12	13	16	1			32	1		33 33	
89	300	36 9.5		42	1	28	13	12	12	1			30	1		32 00	
90	600	40 10		32		5	1	26	9				40	1		33 70	
	22,700	851 9.9		666	1	161	117	144	243	345	26	127	696	1	15	66 50	33 51
85	1,500	29 9		24	1	2	4	17	8				30	1		30 00	
91	1,400	70 10		62	1	10	6	16	29	28	1	5	70	1		44 00	
92	1,000	45 10.5		40	3	4	11	8	14	22	3	40	1		33 33		
93	1,200	63 10.5		53	2	12	10	12	17	25	6	50	1		40 00		
94	1,000	46 10		42	4	6	14	18	19	1			42	1		33 37	
95	1,000	67 10.5		46	5	10	3	26	18	1	8	50	1		40 00		
96	400	57 10		44	2	2	11	29	14	13			32	1		43 00	
97	1,200	75 10		53	4	14	11	20	26	3			50	1		47 50	
98	5,000	202 10		155	57	39	16	43	81	2	43	160	1	2	65 00	35 00	
109	1,500	55 10		58	9	16	8	25	29				65	1		35 00	
	15,200	709 10		577	6	114	116	103	238	270	4	81	589	8	4	42 15	36 33
100	1,000	66 10		57	12	9	5	31	28		17	60	1		33 37		
101	200	21 9		26	7	5	6	8	15	2		30	1		26 66		
102	1,000	38 11		31	3	3	5	12	15	3		42		1		34 21	
103	600	55 10		44	16	8	10	10	26	5	5	60	1			37 50	
	2,800	180 10		158	3	38	27	29	61	84	5	27	192	2	2	30 01	35 85
104	1,000	35 10.5		33	2	7	3	21	12	5		50		1		30 50	
105	2,500	74 10		45	3	3	8	31	20			48		1		40 00	
106	1,400	54 9.12		40		6	6	28	16			26		1		29 00	
107	800	86 10.2		54	4	6	30	4	10	35	14	17	50	1		51 24	
	5,700	249 10		172	4	11	46	21	90	83	14	29	174	1	3	51 24	33 17
108	35,000	995 10		522	5	236	116	51	114	369	35	167	618	1	13	100 00	42 89

Statistical Report, by Districts, for the County of MERCER,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Hunterdon—									
Con.									
Summary.									
Lebanon		\$3,980 94	8702 80	\$7,683 74	86,238 56	8728 86	\$646 61	\$325 64	\$7,539 67
Bethlehem		3,826 06	246 87	4,072 93	5,519 88	227 82	139 65	118 68	4,006 03
Alexandria		2,367 25		2,367 25	1,953 13	105 14	98 47	97 88	2,254 92
Holland		4,634 80		4,634 80	3,606 73	186 70	206 77	121 68	4,121 88
Frenchtown		2,048 05		2,048 05	1,650 00	76 93	40 83	77 85	1,845 61
Kingwood		2,920 99	50 00	2,970 99	2,265 99	193 56	89 71	112 74	2,662 00
Franklin		1,965 03		1,965 03	1,744 33	100 85	26 50	87 92	1,959 60
High Bridge		4,418 70	300 00	4,718 70	4,022 53	172 60	339 71	123 03	4,657 87
Union		2,607 90		2,607 90	2,345 67	129 23	14 33	102 34	2,501 57
Clinton Borough		2,343 02	375 00	2,668 02	1,705 00	97 16	135 59	67 18	2,004 93
Clinton		3,218 74	1,069 28	4,288 02	2,879 60	155 69	1,014 50	121 44	4,171 23
Tewksbury		3,114 27		3,114 27	2,833 83	144 22		84 21	3,062 26
Readington		5,490 08	180 00	5,670 08	4,891 27	243 29	250 93	216 87	5,602 36
Raritan		8,724 13	663 11	9,387 24	6,448 36	332 59	207 93	598 47	7,587 35
Delaware		5,774 37	423 00	6,197 37	4,845 75	324 66	167 78	211 93	5,550 12
East Amwell		1,622 98		1,622 98	1,328 83	86 25	86 47	77 00	1,578 55
West Amwell		1,895 05	260 45	2,155 50	1,544 07	109 58	265 00	79 65	1,998 30
Lambertville		6,865 58	1,157 78	8,023 36	6,575 00	218 04	385 54	723 48	7,902 06
		70,817 94	5,428 29	76,246 23	60,398 83	3,233 17	4,116 32	3,347 99	71,096 31
MERCER.									
HOPEWELL.									
Pleasant Valley	1	438 56		438 56	339 18	47 88	31 50	20 00	438 56
Harbourtown	2	375 03		375 03	330 41	24 62		20 00	375 03
Woodsville	3	637 62	22 20	659 82	418 00	29 00	7 50	20 00	474 50
Tidd's	4	956 45		956 45	414 00	27 00		20 00	461 00
Stoutsburg	5	413 52		413 52	375 53	17 99		20 00	413 52
Hopewell	6	1,696 57	124 23	1,820 80	1,094 70	48 41	16 18	70 47	1,229 76
Mount Rose	7	657 76		657 76	408 10	24 20	46 75	20 00	499 05
Centerville	8	417 38		417 38	326 15	18 56	25 00	20 00	389 71
Federal City	9	288 01	15 14	303 15	200 69	18 76	2 55	8 56	290 56
Pennington	10	1,680 77		1,680 77	1,301 43	175 91	59 14	20 00	1,556 48
Marshall's Corner	11	487 47	84 22	571 69	402 00	24 50	25 76	20 00	472 26
Woosamonsa	11½	585 41		585 41	412 54	13 28		20 00	445 82
Bear	12	626 71		626 71	444 50	13 78		20 00	478 28
Titusville	13	375 00	50 00	425 00	323 14	29 49	50 00	22 37	425 00
		9,636 26	295 79	9,932 05	6,850 37	513 38	264 38	321 40	7,949 53
EWING.									
Scudder's Falls	14	304 97	120 28	425 25	289 72	16 50	103 38	15 65	425 25
Birmingham	15	1,330 54	100 00	1,430 54	600 00	32 00	4 70	34 64	671 34
Ewingville	16	809 85		809 85	466 67	*		4 25	470 92
Columbia	17	1,994 41	100 00	2,094 41	850 50	44 25	91 79	20 00	1,006 54
Brookville	18	1,014 63		1,014 63	410 00	23 00		18 75	451 75
Hillcrest	20	686 67	431 48	1,118 15	555 00	55 00	286 08	24 00	920 08
		6,141 07	751 76	6,892 83	3,171 89	170 75	485 95	117 29	3,945 88
TRENTON.									
Trenton	19	92,408 30	73,925 00	166,333 30	85,840 50	4,064 97	25,300 35		115,205 82

* Had coal.

State of New Jersey, for the School Year ending August 31, 1892.

	Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
					Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
.....		\$20,400	913	9.8	782	29	136	185	173	259	410	3	90	820	6	9	\$54 30	\$34 11
.....		11,000	509	9.8	415	2	96	78	72	167	221	8	62	423	4	3	61 80	34 28
.....		3,100	287	9.8	252		47	54	54	97	117		12	216	12	3	50 64	33 67
.....		10,800	481	9.8	404	2	107	83	68	144	244	9	36	508	4	6	43 66	31 66
.....		4,500	236	10	167	6	75	30	31	25	112	12		216	1	3	60 00	35 00
.....		6,000	312	9.6	261	1	27	45	61	127	111		32	306	3	5	32 22	28 58
.....		5,000	264	9.8	218		37	50	40	91	107	2	15	248	12	3	36 66	34 81
.....		10,500	569	9.9	482	38	75	101	107	161	248	3	64	518	12	8	57 50	35 50
.....		5,300	307	9.3	267		35	60	60	112	125	9	25	280	5	1	44 61	26 66
.....		10,000	196	10	172	1	43	49	41	38	103	12		186	1	3	75 00	31 66
.....		12,300	412	10	331		62	79	62	128	165	5	21	354	2	5	51 68	37 34
.....		8,300	396	10	306		54	60	59	133	141	5	63	306	4	2	52 20	33 33
.....		15,600	770	10.1	620	9	81	97	123	310	290	9	116	658	2	10	34 17	45 89
.....		22,700	851	9.9	666	1	161	117	144	243	345	26	127	696	1	15	16 50	33 51
.....		15,200	709	10	577	6	114	116	103	238	270	4	81	589	8	4	42 15	36 33
.....		2,800	180	10	158	3	38	27	29	61	84	5	27	192	12	2	30 01	35 85
.....		5,700	249	10	172	4	11	46	21	90	83	14	29	174	1	3	51 24	33 17
.....		35,000	995	10	522	5	236	116	51	114	369	35	167	618	1	13	100 00	42 89
		204,200	8,636	9.9	6,772	107	1,435	1,393	1,299	2,538	3,545	151	997	7,308	51	98	49 69	34 62
1		1,100	56	10.2	41		7		5	29	13		13	50		1		33 10
2		1,000	69	10	52		3	8	17	24	21		6	32		1		33 04
3		1,200	73	11	68	4	13	7	8	36	30		5	54		1		38 00
4		800	59	10.3	33		7	4	6	16	15		16	40		1		40 00
5		1,000	55	10	40		14	7	5	14	21	2	1	50		1		37 55
6		5,500	208	10	165	1	59	37	19	49	94		6	150	1	2	50 00	29 00
7		1,000	76	10	64	1	25	15	13	10	34		17	50		1		40 00
8		400	40	9.5	13	12		6			12			40		1		31 36
9		500	35	9	27			4	7	16	9	4	2	30		1		30 00
10		3,000	212	10	179		22	41	23	83	75	19	44	144	1	2	64 28	28 56
11		1,130	61	10	49		12	12	5	20	24	4	18	45		1		40 20
11½		900	57	10	52		9	11	8	24	24		3	32		1		41 25
12		800	74	10.5	58		3	10	14	31	19	4	9	42		1		42 33
13	Rented	62	9.2	40			2	6	8	24	18	4	9	48		1		34 81
		18,330	1,137	9.9	886	18	176	168	148	376	410	38	149	807	2	16	57 14	35 65
14		1,000	50	9	32		3	3	3	23	11		11	56		1		32 50
15		800	94	10	66	10	24	20	6	6	45	6	20	44		1		60 00
16		700	85	10	55		6	12	5	32	23	6	26	60		1		46 66
17		1,200	185	10	100	24	17	16	9	34	40	8	52	104		2		42 00
18		300	46	10	46		7	10	17	12	16	4	14	40	1		41 00	
20		4,500	80	9.2	37		22	2	5	5	20	4	17	65	1		60 00	
		8,500	540	9.7	336	34	79	63	45	115	155	28	140	369	2	5	50 50	45 29
19		382,250	14,130	10	6,834	167	3,080	1,455	797	1,335	4,776	2,811	3,853	6,668	6	154	159 72	52 00

Statistical Report, by Districts, for the County of MERCER,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Mercer—Con.									
LAWRENCE.									
Brick	21	4916 58		4916 58	8630 00	\$25 00	\$11 00	\$20 00	\$686 00
Grove	22	154 51		151 51	357 51	20 10	6 00	23 35	406 96
Clarksville	23	447 18		447 18	350 00	14 09	2 20	20 00	386 29
Central	24	752 70	307 11	1,060 11	635 00	33 22	307 41	23 87	1,059 50
Rosedale	25	383 00		383 00	322 00	30 50		15 58	368 08
		2,953 97	307 11	3,261 38	2,354 51	122 91	326 61	102 80	2,906 83
HAMILTON.									
Washington	26	459 54		459 54	292 50	23 00	27 28	20 00	362 78
Mercerville	27	638 73		638 73	500 00	40 31	10 00	21 25	574 56
Hamilton Square	28	1,158 45		1,158 45	750 00	34 70	59 93	20 00	864 63
Edge Brook	29	486 85		486 85	366 10	25 60		23 65	415 35
Groveville	30	913 27		913 27	740 00	24 31		20 00	784 31
Yardville	31	651 18		651 18	460 00	46 02	26 75	15 06	547 83
White Horse	32	758 52		758 52	630 00	38 44		20 00	688 44
Friendship	33	886 69		886 69	420 00	25 25	23 80	20 00	489 05
Wilbur	34	943 34	450 00	1,393 34	1,150 00	206 00	30 00	15 00	1,401 00
Farmingdale	35	1,243 92		1,243 92	547 50	37 00	23 20	56 11	665 81
		8,120 49	450 00	8,570 49	5,856 10	509 63	202 96	234 07	6,793 76
PRINCETON.									
Stony Brook	36	611 37		611 37	385 00	35 05	12 64	24 69	457 38
Cedar Grove	37	398 13	150 00	548 13	338 12	19 05	177 60	13 36	548 13
Mount Lucas	38	412 42		412 42	350 00	22 00		20 00	392 00
Princeton	39	6,981 10		6,981 10	5,025 00	201 89	96 09	820 32	6,143 30
		8,403 02	150 00	8,553 02	6,098 12	277 99	286 33	878 37	7,540 81
WEST WINDSOR.									
Penn's Neck	40	491 56	12 65	504 21	355 00	25 00		22 70	402 70
Parsonage	41	936 40		936 40	550 00	34 73		20 00	604 73
Dutch Neck	42	996 13		996 13	410 00	29 16	22 23	20 00	481 39
Assanpink	43	447 88	19	448 07	376 15	18 12		20 00	414 27
		2,871 97	12 84	2,884 81	1,691 15	107 01	22 23	82 70	1,903 09
WASHINGTON.									
Robbinsville	44	658 15		658 15	350 00	24 70	41 05	20 00	435 75
Union	45	401 71		401 71	335 00	16 82		19 01	370 83
Page's Corner	46	563 46		563 46	385 00	18 00		20 00	423 00
Sharon	47	390 93		390 93	372 00	18 93			390 93
Allen	48	503 11		503 11	350 00	26 11		23 18	399 29
Windsor	49	1,084 44		1,084 44	586 00	36 00		25 10	647 10
		3,601 80		3,601 80	2,278 00	140 56	41 05	107 29	2,666 90

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house with seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
21	\$1,000	111	10.7	60	21	9	8	10	12	37	1	28	54	1		\$60 00		
22	400	67	9.5	50		2	3	14	31	17		12	40		1		35 66	
23	700	44	10.5	24	6		6	1	11	8	2	23	42		1		33 33	
24	2,000	126	10	75		17	11	3	34	37	19	36	70	2		35 00		
25	1,000	42	10.7	31			12	12	17	12		8	26		1		30 00	
	5,100	390	10.3	240	27	28	30	50	105	111	23	107	232	3	3	47 50	33 33	
26	1,000	59	9	37		4	5	3	25	18		4	40		1		32 50	
27	1,500	85	10.5	60		12	11	14	33	23		12	64		1		50 00	
28	1,350	130	10	103		15	25	14	49	54	7	1	100	1	1	45 00	30 00	
29	1,000	73	10	46		1	4	15	26	16		12	56		1		35 00	
30	1,000	96	10	76		12	21	13	30	38		9	58		1		65 00	
31	500	86	10	63		9	17	9	28	29		12	50		1		45 00	
32	2,000	118	10	62		8	13	10	31	30	1	7	62		1		60 00	
33	700	91	10	60		7	17	27	9	21	4		44		1		42 00	
34	20,000	262	10	200		31	36	29	104	87	15		216		3		38 33	
35	1,500	74	11	48	2	19	8	7	12	29	7	3	49		1		50 00	
	30,550	1,074	10	755	2	108	157	141	347	345	36	28	739	1	12	45 00	44 83	
36	1,000	79	10.5	43	15	2	4	9	13	16	3	36	30		1		36 66	
37	800	80	10.5	56	2	5	12	14	23	16		28	42		1		36 67	
38	800	67	10.5	36	2	7	8	6	13	14	1	25	44		1		37 75	
39	22,500	774	10	410	40	84	81	60	145	140	202	193	430	2	7	87 50	33 90	
	25,100	1,000	10.4	545	59	98	105	89	194	186	206	282	546	2	10	87 50	36 24	
40	800	54	10	30		5	7	3	15	14	1	7	30		1		35 00	
41	800	66	11	45	3	2	4	11	25	22	1	4	54		1		50 00	
42	1,000	76	10.7	38	10	8	7	10	3	24	1	6	60		1		38 14	
43	800	53	10.7	50	1	2	7	16	24	19		4	34		1		35 00	
	3,400	249	10.5	163	14	17	25	40	67	79	3	21	178		4		39 53	
44	800	61	10	49		5	9	11	24	17		22	44		1		33 33	
45	1,000	35	10	29		2	3	4	20	10	5		50	1		33 50		
46	1,200	46	10.5	38	10	6	4	7	11	13		3	44	1		43 53		
47	200	31	10.5	24		1	3	8	12	9		2	34		1		33 00	
48	800	65	10.5	62		6	15	10	31	27		15	38		1		33 33	
49	1,200	102	10.5	58	20	9	5	8	16	28		14	60		2		40 83	
	5,200	340	10.3	260	30	29	39	48	114	104	5	56	270	2	5	38 52	35 12	

Statistical Report, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Mercer—Con.										
EAST WINDSOR.										
Hickory Corner.....	50	5508 91	8602 05	\$1,110 96	\$285 81	\$46 69	\$642 30	\$34 47	\$979 27	
Locust Corner.....	51	422 17		422 17	315 00	20 20	19 10	28 70	383 00	
Hightstown.....	52	3,320 38	1,588 89	4,909 27	3,050 00	119 20	76 02	1,056 56	4,301 78	
Milford.....	53	605 15		605 15	356 68	14 56	69 82	11 55	452 61	
Cedarville.....	51	551 95		551 95	300 00	19 86		19 59	339 45	
		5,408 56	2,190 91	7,599 50	4,307 49	190 51	807 24	1,150 87	6,456 11	
Summary.										
Hopewell.....		9,636 26	295 79	9,932 05	6,850 37	513 38	264 38	321 40	7,949 53	
Ewing.....		6,141 07	751 76	6,892 83	3,171 89	170 75	485 95	117 29	3,945 88	
Trenton.....		92,408 30	73,925 00	166,333 30	85,840 50	1,064 97	25,300 35		115,205 82	
Lawrence.....		2,953 97	307 41	3,261 38	2,354 51	422 91	326 61	102 80	2,906 83	
Hamilton.....		8,120 49	150 00	8,570 49	5,856 10	500 63	202 96	234 07	6,793 76	
Princeton.....		8,403 02	150 00	8,553 02	6,098 12	277 99	286 33	878 37	7,510 81	
West Windsor.....		2,871 97	12 81	2,884 81	1,691 15	107 01	22 23	82 70	1,903 09	
Washington.....		3,601 80		3,601 80	2,378 00	140 56	11 05	107 29	2,666 90	
East Windsor.....		5,408 56	2,190 91	7,599 50	4,307 49	190 51	807 24	1,150 87	6,456 11	
		139,545 14	78,083 71	217,629 18	118,548 13	6,088 71	27,737 10	2,994 79	155,368 73	
MIDDLESEX.										
PISCATAWAY.										
Harris Lane.....	1	649 40	115 09	764 49	450 00	42 30	105 54	20 00	617 84	
Dunellen.....	2	3,215 15	1,456 08	4,671 23	3,025 00	188 82	182 33	684 87	4,081 02	
New Market.....	3	698 34	551 91	1,250 25	700 00	140 00	274 40	135 00	1,249 40	
Maple Grove.....	4	415 00	51 56	466 56	400 00	14 33		14 93	429 26	
New Brooklyn.....	5	616 92	115 65	732 57	547 33	27 28	65 04	28 90	668 65	
Fieldville.....	6	486 06		486 06	330 00	17 00		23 70	370 70	
Newtown.....	7	279 17	50 00	329 17	270 00	13 91	43 31	22 73	349 95	
Union.....	8	504 58	180 00	684 58	333 33	17 50	206 13	20 00	576 96	
Raritan Landin.....	9	375 00	43 78	418 78	333 33	25 00	18 95	25 42	402 70	
		7,239 62	2,564 07	9,803 69	6,388 99	486 24	895 70	975 55	8,746 48	
RARITAN.										
Friendship.....	10	375 00	97 95	472 95	322 00	27 50	21 02	16 00	386 52	
Mount Pleasant.....	11	420 00	56 89	476 89	420 00	17 52		34 27	471 79	
New Dover.....	12	275 00	54 47	329 47	240 00	15 05	26 45	23 55	305 05	
Oak Tree.....	13	375 00	96 05	471 05	300 00	39 44	92 24	19 00	450 68	
New Durham.....	14	375 00	3 05	378 05	329 98	27 75		20 00	377 73	
Metuchen.....	15	2,729 31	1,030 63	3,759 94	2,850 00	99 50	481 88	326 74	3,758 12	
Lafayette Union.....	16	375 00	137 19	512 19	330 83	16 19	6 17	22 35	375 54	
Piscataway.....	17	473 79	36 06	509 85	400 00	22 80	16 85	20 00	459 65	
Bonhamptown.....	18	375 00	49 46	424 46	333 30	25 00		4 60	362 90	
Highland Park.....	75	1,093 51	685 79	1,779 30	800 00	91 00	620 00	82 80	1,593 80	
		6,866 61	2,247 54	9,114 15	6,326 11	381 75	1,264 61	569 31	8,541 78	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
50	\$1,000	58	9	25	.....	1	6	8	10	12	3	15	36	.....	1	.....	\$31 75
51	1,000	55	10.5	34	10	9	3	6	6	24	2	10	44	.....	1	.....	30 95
52	3,500	472	10	311	2	100	74	50	85	193	69	96	278	1	5	\$100 00	41 00
53	500	55	9	30	.....	9	10	6	5	19	2	8	45	.....	1	.....	35 33
54	800	33	9	26	.....	.....	2	4	20	8	1	1	44	.....	1	.....	33 33
.....	6,800	673	9.5	426	12	119	95	74	126	256	77	130	447	1	9	100 00	34 47
.....	18,330	1,137	9.9	886	18	176	168	148	376	410	38	149	807	2	16	57 14	35 65
.....	8,500	540	9.7	336	34	79	63	45	115	155	28	140	369	2	5	50 50	45 29
.....	382,250	14,130	10	6,834	167	3,080	1455	797	1335	4,776	2,811	3,853	668	6	154	159 72	52 00
.....	5,100	390	10.3	240	27	28	30	50	105	111	23	107	232	3	3	47 50	33 33
.....	30,550	1,074	10	755	2	108	157	141	347	345	36	28	739	1	12	45 00	44 83
.....	25,100	1,000	10.4	545	59	98	105	89	194	186	206	282	546	2	10	87 50	36 24
.....	3,400	249	10.5	165	14	17	25	40	67	79	3	21	178	.....	4	.....	39 53
.....	5,200	340	10.3	260	30	29	39	48	114	104	5	56	270	2	5	38 52	35 12
.....	6,800	673	9.5	426	12	119	95	74	126	256	77	130	447	1	9	100 00	34 47
.....	485,230	19,533	10	10,445	363	3,734	2137	1432	2779	6,422	3,227	4,766	10,256	19	218	73 23	39 61
1	1,000	50	10	42	.....	5	9	7	21	18	.....	13	50	1	.....	45 00	.....
2	20,000	348	10	295	29	136	58	35	37	217	15	89	240	1	5	100 00	40 50
3	3,000	86	10	61	25	9	10	11	6	50	.....	15	200	.....	2	.....	35 00
4	700	57	10	36	.....	14	5	6	11	22	.....	1	40	1	.....	40 00	.....
5	2,000	120	10	79	.....	18	13	15	33	60	1	29	100	.....	2	.....	27 36
6	1,000	41	10	22	.....	2	6	4	10	10	1	7	30	.....	1	.....	30 00
7	800	30	10	20	.....	1	6	8	5	12	.....	8	28	.....	1	.....	30 00
8	800	52	10	27	12	4	5	1	5	14	1	12	36	.....	1	.....	33 33
9	1,200	39	10	27	1	1	9	7	.....	12	5	6	45	.....	1	.....	33 33
.....	30,500	823	10	609	67	190	121	94	137	415	24	192	769	3	13	61 66	32 78
10	1,100	63	10	38	17	5	5	4	7	23	11	9	36	.....	1	.....	35 00
11	700	56	10	41	2	10	4	9	16	20	.....	4	36	.....	1	.....	40 00
12	800	35	10	25	.....	6	8	6	5	15	.....	.....	30	.....	1	.....	24 00
13	1,000	57	10	39	.....	2	6	11	20	15	.....	.....	40	.....	1	.....	30 00
14	2,000	54	10	32	10	5	1	8	7	12	.....	6	40	.....	1	.....	33 33
15	10,000	331	9.7	219	.....	77	74	23	45	140	13	36	222	1	4	120 00	41 25
16	1,600	50	10	35	.....	6	6	10	13	20	5	5	36	.....	1	.....	33 33
17	1,300	89	10	60	.....	16	9	5	23	34	.....	.....	50	1	.....	40 00	.....
18	900	81	10	39	10	5	2	6	16	15	1	17	34	.....	1	.....	33 33
75	5,000	151	10	89	.....	31	14	16	28	58	30	15	116	.....	2	.....	40 00
.....	23,800	967	9.9	617	46	163	129	98	181	352	60	87	640	2	13	80 00	34 47

Statistical Report, by Districts, for the County of MIDDLESEX,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Middlesex—									
WOODBIDGE.									
Locust Grove.....	19	8275 00	464 88	8339 88	4279 00	420 00	.....	28 45	3307 45
Washington.....	20	377 11	218 00	595 41	400 00	27 45	\$129 28	20 00	576 73
Railway Neck.....	21	322 94	.....	322 94	300 00	15 00	.....	7 94	322 94
Blazing Star.....	22	449 00	128 05	577 05	416 66	10 50	30 50	69 61	527 27
Uniontown.....	23	375 00	122 83	497 83	351 30	15 78	120 45	10 30	497 83
Woodbridge.....	24	5,070 27	5,164 59	10,834 86	1,875 00	228 86	2,117 84	1,061 91	8,283 61
Fairfield Union.....	25	967 33	184 72	1,152 05	830 00	11 90	.....	19 96	891 86
		8,136 95	5,884 07	14,320 02	7,151 96	359 19	2,398 07	1,198 17	11,407 69
NORTH BRUNSWICK.									
Oak Hill.....	27	375 00	11 07	416 07	333 30	23 26	9 45	14 10	380 11
Milbtown.....	28	1,024 85	296 69	1,321 54	850 00	35 65	104 26	68 11	1,058 02
Red Lion.....	29	558 08	.....	558 08	348 00	20 00	.....	22 55	360 55
		1,957 93	337 76	2,295 69	1,501 30	78 91	113 71	104 76	1,798 68
EAST BRUNSWICK.									
Brick Sch'l House.....	30	275 00	130 11	405 11	250 50	19 25	128 00	5 25	403 00
Washington.....	31	2,085 54	1,213 15	3,298 69	1,975 00	100 00	880 74	275 00	3,230 74
Lawrence Brook.....	32	375 00	233 33	608 33	300 00	10 00	101 00	22 55	433 55
Summer Hill.....	33	375 00	26 61	401 61	320 00	17 44	.....	20 00	357 44
Dunham's Corner.....	34	375 00	45 11	420 11	356 25	28 52	.....	20 00	404 77
Old Bridge.....	35	375 00	.....	375 00	345 00	16 85	.....	12 53	374 38
Spotswood.....	36	786 66	196 68	983 34	725 00	35 00	188 99	2 00	950 99
Helmetta.....	74	512 89	79	543 68	445 00	34 90	.....	16 94	496 84
South Milbtown.....	78	745 24	971 59	1,716 83	730 00	38 76	532 50	145 90	1,447 16
		5,935 33	2,817 37	8,752 70	5,116 75	309 72	1,831 23	520 17	8,098 87
SAYREVILLE.									
Brickland.....	37	1,346 62	75 00	1,421 62	1,030 00	28 21	45 00	.....	1,103 21
South River.....	76	952 52	.....	952 52	765 00	95 86	.....	45 00	905 86
Ernstou.....	25	468 86	286 46	705 32	315 00	18 75	2 34	23 49	359 58
		2,768 00	311 46	3,079 46	2,110 00	142 82	47 34	68 49	2,368 65
SOUTH AMBOY.									
Park School House.....	38	3,638 88	1,277 49	4,916 37	2,875 00	84 01	455 71	94 75	3,509 47
Raritan.....	39	3,492 90	792 97	4,195 87	2,760 00	138 10	200 00	662 93	3,761 03
		7,041 78	2,070 46	9,112 24	5,635 00	222 11	655 71	757 68	7,270 50

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	ATTENDANCE.										Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
		Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.	Number of children in the district attending private school.						
19	\$1,200	31	9	19	.....	5	6	.....	8	8	1	9	40	.....	1	.....	\$30 00
20	1,100	37	10	36	.....	6	8	4	18	16	3	8	25	.....	1	.....	40 00
21	1,000	38	10	12	.....	4	3	12	3	2	1	14	50	.....	1	.....	33 33
22	1,000	118	10	77	.....	7	14	7	49	27	5	45	58	.....	1	.....	40 00
23	1,200	45	10	52	.....	20	5	7	20	37	1	13	40	.....	1	.....	35 33
24	35,000	744	10	387	6	171	41	46	123	242	188	261	600	1	9	\$110 00	41 95
26	2,000	172	10	110	.....	21	20	14	55	48	5	81	96	.....	12	.....	36 50
42,500		1,188	9.8	693	6	234	97	80	276	386	204	431	912	1	16	110 00	35 30
27	2,000	59	10	36	.....	10	6	7	13	19	1	13	48	.....	1	.....	33 33
28	3,000	151	10	118	.....	88	8	8	14	87	6	37	114	1	1	50 00	35 00
29	800	51	9	28	.....	2	5	9	12	13	.....	18	36	.....	1	.....	33 33
5,800		261	9.6	182	.....	100	19	24	39	119	7	68	198	1	3	50 00	33 88
30	800	24	9	31	.....	8	3	8	12	12	.....	5	20	.....	1	.....	27 87
31	10,000	405	10	287	25	67	73	101	21	204	25	87	225	1	3	80 00	39 16
32	500	51	9	25	.....	7	5	8	5	20	.....	11	20	.....	1	.....	33 33
33	1,200	54	9	39	.....	12	9	6	12	18	3	4	45	.....	1	.....	35 55
34	1,200	65	10	35	.....	4	3	8	20	15	.....	4	50	.....	1	.....	36 66
35	1,200	63	9	55	.....	4	15	14	22	20	4	2	50	.....	1	.....	38 33
36	2,500	138	10	85	.....	6	21	23	35	39	1	8	100	.....	2	.....	36 25
74	Loaned	89	7.5	70	.....	.....	25	30	15	41	4	14	48	.....	1	.....	45 00
78	6,000	153	10	123	.....	43	30	20	30	78	3	25	102	.....	2	.....	36 50
23,400		1,042	9.2	750	25	151	184	218	172	457	40	160	660	1	13	80 00	36 51
37	3,000	250	10	130	.....	13	25	19	73	57	68	68	112	1	1	65 00	40 00
76	2,500	243	10	66	7	7	13	14	25	37	71	72	106	.....	2	.....	40 00
25	1,000	95	9	49	.....	3	8	17	21	22	.....	35	50	.....	1	.....	35 00
6,500		588	9.6	245	7	23	46	50	119	116	139	175	268	1	4	65 00	38 33
38	10,000	775	10.2	306	9	84	57	59	97	167	358	149	300	.....	6	.....	47 66
39	10,000	479	10.5	247	59	81	34	33	40	188	164	73	275	1	4	100 00	44 00
20,000		1,254	10.3	553	68	165	91	92	137	355	522	222	575	1	10	100 00	45 83

Statistical Report, by Districts, for the County of MIDDLESEX,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Middlesex—									
Con.									
SOUTH									
BRUNSWICK.									
Six Mile Run.....	40	\$478 00	\$132 62	\$610 62	\$366 94	\$38 45	\$143 30	\$20 00	\$568 69
Sand Hills.....	41	357 73	.....	357 73	310 82	11 43	.....	16 80	339 05
George's Road.....	42	449 12	13 42	462 54	358 75	23 30	1 00	20 00	403 05
Fresh Ponds.....	43	375 00	221 08	596 08	333 33	20 84	50 00	13 86	418 03
Ridge.....	44	375 00	38 83	413 83	333 31	36 80	7 50	19 95	397 56
Dayton.....	45	553 73	75 00	628 73	450 00	33 22	20 00	20 00	523 22
Rhode Hall.....	46	409 55	.....	409 55	350 00	27 16	8 97	10 63	396 76
Mapleton.....	47	275 00	56 60	331 60	294 98	20 90	.....	12 85	328 73
Little Rocky Hill.....	48	375 00	105 57	480 57	350 00	18 00	20 00	15 00	403 00
Scott's Corner.....	50	375 00	259 92	634 92	333 33	23 13	120 68	19 86	497 00
Pleasant Hill.....	51	524 06	.....	524 06	367 50	.....	.....	20 00	387 50
Kingston.....	55	761 34	131 18	892 52	700 00	29 59	130 00	20 00	879 59
Monmouth June'n.....	77	376 45	267 80	644 25	310 84	28 33	260 00	16 92	616 09
		5,684 98	1,302 02	6,987 00	4,859 80	311 15	761 45	225 87	6,158 27
CRANBURY.									
Plainsboro.....	49	504 50	164 19	668 69	341 33	18 22	152 53	20 00	532 08
Cranbury Neck.....	52	375 00	84 50	459 50	350 00	24 52	.....	18 85	393 37
North Cranbury.....	53	1,027 25	240 00	1,267 25	647 31	43 18	213 22	40 00	943 71
South Cranbury.....	54	414 54	115 50	530 04	385 00	15 75	75 70	20 00	496 45
Wyckoff's Mills.....	61	375 00	129 10	504 10	334 18	18 53	121 83	20 00	494 54
		2,696 29	733 29	3,429 58	2,057 82	120 20	563 28	118 85	2,860 15
MONROE.									
Jamesburg.....	56	1,749 24	241 39	1,990 63	1,401 71	101 23	149 40	117 02	1,769 36
Matchaponix.....	57	375 00	114 03	489 03	345 00	19 12	.....	22 30	386 42
Prospect Plains.....	58	375 00	88 65	463 65	340 00	2 00	50 00	27 68	419 68
Monroe.....	59	444 18	95 27	539 45	383 33	29 21	8 00	20 00	440 54
Gravel Hill.....	60	375 00	20 81	395 81	333 33	24 19	7 95	15 70	381 17
Old Church.....	62	375 00	41 63	416 63	339 19	14 02	.....	17 77	370 98
Grove.....	63	375 00	114 89	489 89	333 34	26 08	11 02	10 98	381 42
Pleasant Grove.....	64	375 00	42 59	417 59	348 34	93 07	.....	20 00	461 41
		4,443 42	759 26	5,202 68	3,824 24	308 92	226 37	251 45	4,610 98
MADISON.									
Jacksonville.....	65	427 69	162 50	590 19	360 00	20 00	162 50	19 90	562 40
Morristown.....	66	375 00	1 32	376 32	343 00	13 50	.....	19 11	375 61
Old Bridge.....	67	375 00	17 91	392 91	345 00	14 25	.....	20 66	379 91
Browntown.....	68	375 00	.....	375 00	341 75	20 25	13 00	.....	375 00
Cedar Grove.....	69	375 00	99 52	474 52	345 00	20 66	1 80	16 54	384 00
Millbridge.....	70	275 00	98 69	373 69	285 00	15 50	.....	20 00	320 50
Hillsboro.....	71	375 00	168 76	543 76	318 00	13 00	.....	20 00	351 00
		2,577 69	548 61	3,126 30	2,337 75	117 16	177 30	116 21	2,748 42
PERTH AMBOY.									
Perth Amboy.....	72	10,638 73	3,000 00	13,638 73	10,393 71	245 02	2,500 00	500 00	13,638 73

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
40	\$1,500	60	10	55	.....	11	7	13	24	27	.....	5	40	.....	1	.....	\$36 66
41	700	45	9.3	32	.....	15	4	5	8	19	.....	.....	30	.....	1	.....	33 33
42	1,000	73	9.6	65	.....	6	15	18	26	32	.....	.....	70	.....	1	.....	35 00
43	1,000	48	10	46	4	9	5	6	12	18	.....	.....	52	.....	1	.....	33 33
44	800	50	10	31	.....	14	6	6	5	22	1	.....	60	.....	1	.....	33 33
45	2,500	96	10	76	.....	23	17	10	26	43	1	3	90	.....	1	.....	45 00
46	1,500	60	10.5	46	16	8	5	5	12	24	2	.....	100	.....	1	.....	33 33
47	800	25	9	25	.....	6	8	6	5	10	1	.....	45	.....	1	.....	33 33
48	500	46	10	36	.....	3	9	9	15	15	.....	.....	40	.....	1	.....	35 00
50	800	55	10	46	.....	4	3	13	26	18	.....	.....	34	.....	1	.....	33 33
51	900	63	10.5	48	5	6	14	23	21	50	1	35 00
55	4,000	125	10	87	10	20	22	35	38	3	100	1	60 00
77	2,500	49	9	46	1	20	9	16	30	52	1	34 53
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	18,500	796	9.8	639	20	115	125	136	243	317	10	8	763	13	37 01
49	1,800	66	10.2	50	13	12	8	17	35	11	60	1	33 33
52	1,000	57	10.5	39	.....	.....	10	6	23	15	.....	8	40	.....	1	.....	33 33
53	1,500	165	10.5	109	1	27	27	18	36	55	4	30	90	.....	2	.....	30 82
54	1,500	57	10.5	57	7	15	10	9	16	36	.....	10	48	.....	1	.....	36 66
61	1,000	56	10	53	.....	9	6	10	28	22	.....	9	34	.....	1	.....	33 33
<hr/>																	
	6,800	401	10.3	308	8	64	65	51	120	163	4	68	272	.....	6	.....	33 49
56	4,000	291	10	209	.....	33	55	48	73	110	7	105	200	1	2	\$72 50	33 35
57	1,200	46	9	38	.....	4	20	12	2	23	1	13	50	.....	1	.....	36 33
58	1,200	68	10.2	64	.....	7	11	12	34	25	.....	14	50	.....	1	.....	33 33
59	1,000	77	10	59	.....	2	12	12	33	23	12	8	50	.....	1	.....	38 38
60	800	80	10	51	.....	8	9	12	29	36	1	20	48	.....	1	.....	33 33
62	600	61	9.2	45	4	9	32	18	2	8	38	1	36 67
63	600	40	10	33	5	1	6	21	14	11	40	1	33 33
64	700	47	10.3	37	5	6	11	15	17	2	50	1	33 33
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	10,100	710	9.8	536	64	118	122	232	266	23	181	526	1	9	72 50	34 75
65	700	73	9	50	6	10	12	22	27	2	23	40	1	40 00
66	700	54	9	30	.....	5	7	6	12	18	.....	11	50	.....	1	.....	37 00
67	800	73	9	44	.....	2	14	10	18	28	.....	24	50	.....	1	.....	38 33
68	1,800	55	9	43	.....	.....	21	13	9	16	3	8	60	1	.....	45 00	.....
69	1,200	53	9	35	8	6	7	14	19	5	7	48	1	38 33
70	700	51	9	31	2	5	24	14	1	14	60	1	32 00
71	500	70	8	54	10	10	14	20	20	23	48	1	33 33
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	6,400	429	8.8	287	33	73	86	95	142	11	110	356	3	4	41 11	35 16
72	50,000	2,178	10	1,134	65	475	100	167	327	839	516	710	998	3	16	100 00	40 00

Statistical Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Middlesex—									
Con.									
NEW BRUNSWICK.									
New Brunswick.....	73	\$28,300 00	\$11,107 82	\$39,407 82	\$23,615 00	\$1103 18	\$7,224 03	\$7,465 61	\$39,407 82
Summary.									
Piscataway		7,239 62	2,564 07	9,803 69	6,388 99	486 24	895 70	975 55	8,746 48
Raritan.....		6,866 61	2,247 54	9,114 15	6,326 11	381 75	1,264 61	569 31	8,541 78
Woodbridge.....		8,436 95	5,883 07	14,320 02	7,151 96	359 49	2,398 07	1,198 17	11,407 69
North Brunswick.....		1,957 93	337 76	2,295 69	1,501 30	78 91	113 71	104 76	1,798 68
East Brunswick.....		5,935 33	2,817 37	8,752 70	5,416 75	300 72	1,831 23	520 17	8,098 87
Sayreville		2,768 00	311 46	3,079 46	2,110 00	142 82	47 34	68 49	2,368 65
South Amboy.....		7,041 78	2,070 46	9,112 24	5,635 00	222 11	655 71	757 68	7,270 50
South Brunswick.....		5,681 98	1,302 02	6,987 00	4,859 80	314 15	761 45	225 87	6,158 27
Cranbury.....		2,066 29	733 20	3,429 58	2,057 82	120 20	563 28	118 85	2,860 15
Monroe.....		4,443 42	759 26	5,202 68	3,824 24	308 92	226 37	251 45	4,610 98
Madison.....		2,577 69	548 61	3,126 30	2,337 75	117 16	177 30	116 21	2,748 42
Perth Amboy.....		10,638 73	3,000 00	13,638 73	10,393 71	245 02	2,500 00	500 00	13,638 73
New Brunswick.....		28,300 00	11,107 82	39,407 82	23,615 00	1,103 18	7,224 03	7,465 61	39,407 82
		94,587 33	33,682 73	128,270 06	81,948 43	4,177 67	18,658 80	12,872 12	117,657 02
MONMOUTH.									
ATLANTIC.									
Colt's Neck.....	1	783 20	330 83	1,114 03	650 00	24 75	261 81	25 45	962 01
Vandenburg.....	2	442 12	.....	432 12	380 00	24 57	.....	20 00	424 57
Scobeyville.....	3	608 54	.....	608 54	475 00	31 00	.....	34 66	540 66
Hillside.....	4	375 00	.....	375 00	283 36	27 61	.....	26 33	337 30
Montrose.....	5	880 52	.....	880 52	500 00	28 78	314 52	20 00	763 30
Robbins.....	5½	553 44	.....	553 44	315 00	27 78	.....	19 71	362 49
		3,642 82	330 83	3,973 65	2,603 36	164 49	476 33	146 15	3,390 33
FREEHOLD.									
East Freehold.....	6	774 43	.....	774 43	400 00	22 34	.....	18 52	440 86
Freehold	7	5,610 98	1,100 00	6,710 98	5,246 76	222 58	1,100 00	.....	6,569 34
Paradise.....	8	433 37	304 42	737 79	352 08	15 26	301 50	17 75	686 59
Georgia.....	9	384 47	.....	384 47	330 00	10 00	.....	10 00	350 00
Siloam.....	10	512 20	.....	512 20	329 99	14 58	.....	27 00	371 57
West Freehold.....	11	646 21	.....	646 21	430 00	29 69	.....	16 77	476 46
Thompson.....	12	595 26	.....	595 26	359 17	36 67	38 12	20 00	453 96
Aumack.....	13	377 26	.....	377 26	300 00	18 94	.....	20 00	338 94
		9,334 18	1,404 42	10,738 60	7,748 00	370 06	1,439 62	130 04	9,687 72

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
73	\$150,000	4,872	9.6	2,546	.....	1,580	374	206	386	1,823	1,055	1,553	2,410	1	49	\$120 00	\$48 20
.....	30,500	823	10	609	67	190	121	94	137	415	24	192	769	3	13	61 66	32 73
.....	23,800	967	9.9	617	46	163	129	98	181	352	60	87	640	12	13	80 00	34 47
.....	42,500	1,188	9.8	693	6	234	97	80	276	386	204	431	912	1	16	110 00	35 30
.....	5,800	261	9.6	182	.....	100	19	24	39	119	7	68	198	1	3	50 00	33 88
.....	23,400	1,042	9.2	750	25	151	184	218	172	457	40	160	660	1	13	80 00	36 51
.....	6,500	588	9.6	245	7	23	46	50	119	116	139	175	268	1	4	65 00	38 33
.....	20,000	1,254	10.3	553	68	165	91	92	137	355	522	222	575	1	10	100 00	45 83
.....	18,500	796	9.8	639	20	115	125	136	243	317	10	8	763	.....	13	.....	37 01
.....	6,800	401	10.3	308	8	64	65	51	120	163	4	68	272	.....	6	.....	33 49
.....	10,100	710	9.8	536	.....	64	118	122	232	266	23	181	526	1	9	72 50	34 75
.....	6,400	429	8.8	287	.....	33	73	86	95	142	11	110	356	3	4	41 11	35 16
.....	50,000	2,178	10	1,134	65	475	100	167	327	839	506	710	998	3	16	100 00	40 00
.....	150,000	4,872	9.6	2,546	.....	1,580	374	206	386	1,823	1,055	1,553	2,410	1	49	120 00	48 20
.....	394,300	15,509	9.7	9,099	312	3,357	1542	1424	2464	5,750	2,615	3,965	9,347	18	169	80 02	37 36
1	2,000	94	9.5	77	.....	4	23	15	35	36	4	7	80	1	.....	68 42	.....
2	1,200	48	9.5	37	.....	.....	7	16	14	19	.....	1	65	.....	1	.....	40 00
3	1,600	51	9.5	41	.....	4	9	11	17	22	.....	1	65	.....	1	.....	50 00
4	1,500	33	9	29	.....	9	5	2	6	13	.....	1	60	.....	1	.....	31 48
5	1,700	78	10	59	.....	1	14	19	25	24	.....	7	70	.....	1	.....	50 00
5½	1,000	41	9	28	.....	1	1	11	15	9	3	4	40	.....	1	.....	35 00
.....	9,000	345	9.4	264	.....	19	59	74	112	126	7	21	380	1	5	68 42	41 30
6	1,200	58	10	38	.....	13	2	6	17	10	2	13	60	.....	1	.....	40 00
7	27,600	868	10	564	.....	244	135	79	106	376	184	224	600	2	7	110 00	43 70
8	800	57	9.5	46	.....	12	18	1	15	23	1	11	65	1	.....	36 66	.....
9	1,200	57	9	34	.....	3	3	9	19	14	.....	11	60	.....	1	.....	36 00
10	1,200	69	9	43	.....	10	8	11	14	18	.....	14	60	1	.....	36 00	.....
11	1,500	70	10	45	.....	6	11	8	20	21	.....	6	75	.....	1	.....	43 00
12	1,200	60	9.5	51	.....	2	11	12	26	23	1	5	70	.....	1	.....	38 33
13	900	50	9	19	.....	2	2	2	12	9	3	22	60	.....	1	.....	33 33
.....	35,600	1,289	9.5	840	.....	292	191	128	229	496	191	306	1,050	4	12	60 88	39 06

Statistical Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Monmouth— Con UPPER FREEHOLD.									
Allentown.....	14	\$1,703 57	\$267 87	\$1,971 44	\$1,350 00	\$65 75	\$200 00	\$143 29	\$1,759 04
Eglington.....	15	318 53	12 45	330 98	250 00	15 68		40 05	305 73
East Branch.....	16	429 32		429 32	379 25	16 50		33 57	429 32
Imkaystown.....	17	545 80	9 36	555 16	441 30	23 75	12 00	24 30	501 35
Cowart.....	18	506 23	17 08	523 31	306 67	16 76		20 00	463 43
Cream Ridge.....	19	444 23		444 23	360 00	22 00		18 94	400 94
Pleasant Ridge.....	20	287 34	30 00	317 34	270 00	18 25		18 40	306 65
Ellisdale.....	21	360 10		360 10	240 00	16 57		16 11	272 68
Hornerstown.....	22	792 20		792 20	600 00		45 00	12 98	657 98
Arneytown.....	23	457 20	150 00	607 20	360 00	22 00	173 43	19 00	574 43
		5,874 52	486 76	6,361 28	4,617 22	217 26	430 43	346 64	5,611 55
MILLSTONE.									
Fair Play.....	24	493 56		493 56	360 00	19 65		21 05	400 70
Perrineville.....	25	988 22		988 22	660 00	53 90	72 71	32 38	818 99
Manalapan.....	26	796 43		796 43	458 33	39 10	27 03	25 10	549 56
Sweetman.....	27	653 69		653 69	600 00	14 20		19 46	633 66
Grove.....	28	962 35		962 35	560 00	30 15	159 52	22 75	772 42
De Bow.....	29	737 49		737 49	450 00	25 70	15 30	18 65	509 65
Clarksburg.....	30	660 47		660 47	462 50	18 82		20 65	501 97
Union.....	31	651 56		651 56	416 62	20 50		26 65	463 77
		5,943 77		5,943 77	3,967 45	222 02	274 56	186 69	4,650 72
MANALAPAN.									
Lafayette.....	32	375 00		375 00	330 00	21 04		23 78	374 82
Tennent.....	33	589 52		589 52	500 00	28 80	40 02	20 72	589 54
Englishtown.....	34	1,236 71		1,236 71	1,150 96	54 60		31 95	1,237 51
Vanderveer.....	35	505 52		505 52	375 47	26 40		26 00	427 87
Black's Mills.....	36	422 93		422 93	358 05	25 52		22 49	406 06
Mount Vernon.....	37	652 80		652 80	520 00	27 72		31 81	579 53
		3,782 48		3,782 48	3,234 48	184 08	40 02	156 75	3,615 33
MARLBOROUGH.									
Pleasant Valley.....	38	590 02		590 02	500 00	38 98		26 45	565 43
Morganville.....	39	597 29		597 29	502 00	26 37		26 69	555 06
Robertsville.....	40	517 55		517 55	360 00	15 88		17 50	393 38
Magee.....	41	367 86		367 86	306 00	20 00		20 00	346 00
Marlboro.....	42	1,103 83		1,103 83	940 00	35 75	88 57	33 90	1,098 22
Bradevelt.....	43	854 50		854 50	660 00	22 78	115 85	17 74	816 37
Strong's.....	44	453 83	36 83	490 66	255 00	14 35	36 83	11 90	317 98
		4,484 88	36 83	4,521 71	3,523 00	174 01	241 25	154 18	4,092 44
MATAWAN.									
Cliffwood.....	45	1,169 49		1,169 49	778 75	31 50	27 45	20 00	857 70
Frenan.....	46	884 07	176 76	1,060 83	875 27	27 80	40 36	50 60	994 03
Point.....	47	1,146 98	356 17	1,503 15	1,150 00	38 25	120 00	23 27	1,331 52
Lower Point.....	48	2,847 44		2,847 44	1,440 00	22 00	128 61	30 40	1,621 01
		6,047 98	532 93	6,580 91	4,244 02	119 55	316 42	124 27	4,804 26

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
14	\$6,000	170	10	140	1	40	38	25	36	81	7	24	250	1	2	\$65 00	\$35 00
15	800	42	10	35	.....	1	2	13	19	12	.....	10	50	.....	1	.....	25 00
16	800	64	9.3	44	.....	1	4	13	26	17	.....	12	55	.....	1	.....	41 00
17	1,800	86	10	73	.....	15	15	11	32	41	.....	5	75	1	.....	44 13	40 00
18	900	64	10	45	.....	4	12	8	21	20	1	5	60	.....	1	.....	36 67
19	1,500	66	9	39	.....	11	7	8	13	16	.....	12	70	.....	1	.....	40 00
20	600	25	9	28	.....	1	3	4	20	8	.....	1	40	.....	1	.....	30 00
21	1,000	28	9	26	.....	8	1	6	11	10	.....	3	1	.....	1	.....	26 66
22	2,500	86	10	79	.....	11	28	23	17	36	.....	.....	100	1	.....	60 00	.....
23	1,000	56	9	39	.....	5	8	9	17	16	.....	.....	50	1	.....	40 00	.....
24	16,900	687	9.5	548	1	97	118	120	212	258	15	73	800	4	8	52 28	33 47
25	600	45	9	35	.....	2	2	7	24	13	3	1	60	1	.....	40 00	.....
26	1,500	95	10	65	1	8	17	11	28	21	.....	25	105	1	1	52 00	35 00
27	1,500	62	11	60	7	9	4	16	24	29	1	4	70	.....	1	.....	41 33
28	1,500	77	10	72	.....	5	13	22	32	30	.....	.....	60	1	.....	60 00	.....
29	1,200	65	10	65	.....	7	19	23	16	26	.....	10	60	1	.....	56 00	.....
30	1,000	56	9	46	.....	.....	6	10	30	17	.....	6	80	.....	1	.....	50 00
31	1,500	63	9.3	66	.....	3	12	28	23	25	.....	7	85	1	.....	50 00	.....
32	800	83	10	77	.....	15	11	37	20	33	.....	.....	60	1	.....	41 62	.....
33	9,600	546	9.8	486	8	49	84	148	197	96	4	53	580	6	3	49 93	42 11
34	800	50	9	34	.....	1	11	5	17	12	.....	5	60	.....	1	.....	36 66
35	1,500	80	10	58	.....	13	16	11	18	37	1	1	75	1	.....	50 00	.....
36	4,000	170	10	166	.....	31	41	28	66	92	1	13	170	1	1	70 00	45 00
37	1,000	62	9	25	.....	2	6	5	12	11	1	.....	45	1	.....	41 66	.....
38	1,000	66	9.8	54	.....	5	13	15	21	24	.....	2	60	1	.....	36 66	.....
39	1,000	64	10	51	.....	12	14	12	23	23	.....	13	65	1	.....	52 00	.....
40	9,300	492	9.6	388	.....	54	101	76	157	198	3	34	475	5	2	50 06	35 83
41	1,200	84	10	53	.....	14	13	12	14	32	4	16	60	.....	1	.....	50 00
42	1,200	100	10	94	.....	20	21	36	17	56	2	15	75	1	.....	50 00	.....
43	600	34	9	31	.....	.....	3	8	20	14	.....	6	60	.....	1	.....	40 00
44	600	34	9	34	.....	11	8	6	9	17	.....	.....	50	.....	1	.....	34 00
45	1,500	121	10	78	.....	.....	12	12	54	28	17	29	130	1	1	76 00	30 00
46	1,200	80	9	48	.....	2	6	13	27	22	2	16	120	1	1	60 00	55 00
47	600	40	9	26	.....	.....	1	6	19	8	1	10	60	.....	1	.....	28 33
48	6,900	493	9.4	364	.....	47	64	93	160	178	26	92	555	3	6	62 00	39 55
49	1,500	86	9.5	74	.....	11	14	14	35	19	3	20	100	1	1	45 00	50 00
50	2,500	126	10	101	7	39	32	10	13	73	4	31	100	1	1	60 00	32 35
51	1,500	152	10	136	.....	23	41	21	51	75	32	54	120	1	1	75 00	40 00
52	2,500	188	10	103	5	48	29	11	10	45	45	62	140	1	1	94 00	50 00
53	8,000	552	9.9	414	12	121	116	56	109	212	84	167	460	4	4	68 50	43 08

Statistical Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Monmouth— Con.									
RARITAN.									
Keyport.....	49	\$6,633 96		\$6,633 96	\$5,066 40	\$156 30	\$90 05	\$311 66	\$5,624 41
Union.....	50	590 76		590 76	300 00	20 50		19 50	430 00
Bethany.....	51	938 61	\$23 21	961 82	600 00	20 00	40 00	53 02	713 02
Keansburg.....	52	1,153 78		1,153 78	792 00	22 26		56 53	870 79
		9,317 11	23 21	9,340 32	6,848 40	219 06	130 05	440 71	7,638 22
HOLMDEL.									
Holmdel.....	53	915 58		915 58	707 25	37 50	8 58	72 72	826 05
Holland.....	54	494 00		494 00	361 00	14 50		20 00	395 50
Crawford.....	55	784 01		784 01	427 50	15 00	43 98	20 29	506 77
Centreville.....	56	1,027 51		1,027 51	784 90	16 31	20 00	20 00	841 21
Oak Grove.....	58	529 13		529 13	405 00	13 43	9 05	24 35	451 83
		3,750 23		3,750 23	2,685 65	96 74	81 61	157 36	3,021 36
MIDDLETOWN.									
Morrisville.....	57	1,053 05		1,053 05	520 10	20 00	24 53	20 00	584 63
Navesink.....	59	1,867 29	200 00	2,067 29	1,275 00	53 15	157 45	73 98	1,559 58
Chanceville.....	60	860 87		860 87	565 00	22 50	25 00	16 83	629 33
Harmony.....	61	616 90		616 90	500 00	17 00	12 50	23 10	552 60
Middletown.....	62	872 95		872 95	635 15	35 11	8 00	20 10	698 36
Headden's.....	63	990 71		990 71	500 00	12 00	230 36	19 48	761 84
Leedsville.....	64	1,090 78		1,090 78	605 50	17 68	63 15	17 73	704 06
Nut Swamp.....	65	379 25		379 25	300 00	13 50	4 25	24 92	342 67
Chapel Hill.....	66	476 41		476 41	405 00	17 75	22 44	20 00	465 19
Highlands.....	67	1,584 59		1,584 59	1,372 00	95 07	63 95	27 88	1,558 90
Port Monmouth.....	68	1,258 87		1,258 87	643 40	25 00	300 00	20 00	988 40
Atlantic High'ds.....	69	2,203 94	100 00	2,303 94	1,690 00	91 50	133 07	160 69	2,075 26
Riverside.....	70	415 12	50 00	465 12	255 00	14 87	50 00	12 40	332 27
Seabrook.....	71	1,093 24	80 00	1,083 24	760 00	50 68	80 00	25 42	916 10
		14,673 97	430 00	15,103 97	10,026 15	485 81	1,174 70	482 53	12,169 19
SHREWSBURY.									
Oceanic.....	72	1,473 80		1,473 80	1,600 00	50 00	142 93	40 00	1,832 93
Fair Haven.....	73	1,985 31	365 00	2,350 31	1,525 00	105 25		149 31	1,779 56
Little Silver.....	74	1,207 29		1,207 29	1,000 00	40 28	31 72	54 05	1,126 05
Red Bank.....	75	7,752 26	1,600 00	9,352 26	7,685 00	245 70		1,380 04	9,351 24
Shrewsbury.....	77	1,292 55		1,292 55	682 50	34 51		54 12	771 13
Tinton Falls.....	78	1,707 72		1,707 72	1,000 00	45 37	70 14	15 00	1,130 51
Woodlands.....	79	527 36		527 36	325 00	14 50	80 96	16 93	437 39
		15,946 29	1,965 00	17,911 29	13,818 00	575 61	325 75	1,709 45	16,428 81
OCEAN.									
Poplar.....	81	426 92		426 92	360 00	10 35		16 56	386 91
Long Branch.....	85	27,322 16	38,806 46	66,128 62	25,191 50	1,394 12	28,765 69	10,735 14	66,076 45
Deal.....	87	1,085 75	109 26	1,195 01	832 00	33 00	74 60	20 00	979 60
		28,834 83	38,915 72	67,750 55	26,403 50	1,437 47	28,840 29	10,761 70	67,442 96

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
49	\$26,000	853	9.5	687	.....	301	155	78	153	471	52	186	750	1	9	\$144 73	\$41 97
50	600	50	9	48	.....	2	15	4	24	23	.....	12	60	.....	1	.....	43 53
51	1,800	111	10	74	1	14	24	14	21	10	10	19	100	1	.....	60 00	.....
52	2,000	122	9	130	.....	12	21	33	64	60	.....	15	100	1	1	65 00	23 00
	30,400	1,136	9.4	939	1	329	215	132	262	595	62	232	1,010	3	11	89 91	36 17
53	1,500	114	10.3	90	8	10	23	17	32	43	13	20	100	.....	2	.....	44 25
54	800	59	9.5	59	.....	5	10	16	28	20	2	10	44	.....	1	.....	38 00
55	1,000	68	9.5	55	.....	3	11	19	22	23	1	16	60	.....	1	.....	45 00
56	1,200	113	9.5	83	.....	12	30	26	15	13	3	29	80	1	.....	82 63	.....
58	1,000	87	9	42	.....	3	12	8	19	19	9	25	65	.....	1	.....	45 00
	5,500	441	9.6	329	8	33	86	86	116	148	28	100	349	1	5	82 63	43 06
57	2,000	98	10	83	.....	4	24	17	38	38	4	1	75	.....	1	.....	52 00
59	1,800	193	10	142	.....	.....	64	25	53	79	5	1	185	1	2	75 00	30 00
60	1,800	104	10	73	2	10	25	19	17	46	4	.....	80	1	.....	56 50	.....
61	900	83	9	74	.....	44	23	7	.....	39	.....	.....	80	1	.....	55 33	.....
62	3,000	91	10	86	.....	8	24	6	30	33	.....	.....	100	.....	2	.....	36 00
63	1,500	78	10	56	.....	20	18	10	8	33	1	.....	60	1	.....	50 00	.....
64	2,000	98	9.5	75	.....	18	19	18	20	40	9	5	100	.....	1	.....	63 74
65	800	52	9	34	.....	8	2	7	17	16	2	.....	45	1	.....	33 33	.....
66	600	69	9	41	.....	3	15	16	7	24	.....	.....	70	1	.....	45 00	.....
67	3,500	273	10	211	.....	29	42	53	87	90	.....	.....	160	1	1	80 00	35 00
68	2,500	147	10	109	.....	22	29	31	27	58	.....	.....	75	1	.....	65 00	.....
69	6,000	251	10	190	4	62	35	34	55	82	13	.....	200	1	2	80 00	40 00
70	600	48	9	16	.....	7	3	1	5	9	4	.....	45	.....	1	.....	28 33
71	2,500	118	9.5	88	.....	30	40	10	8	50	.....	.....	100	1	1	65 00	15 00
	29,500	1,703	9.6	1,260	6	265	363	254	372	639	42	7	1,375	10	11	60 52	37 51
72	6,000	245	10	190	1	79	40	22	48	114	6	6	200	1	2	80 00	40 00
73	6,500	230	10	164	4	56	42	36	26	108	.....	.....	225	2	1	53 75	45 00
74	3,000	165	10	110	1	29	28	25	27	66	4	.....	150	.....	2	.....	50 00
75	32,000	1,075	10	798	18	385	128	81	186	518	166	276	855	1	14	150 00	44 18
77	3,000	118	10.5	60	5	9	9	13	24	30	3	1	70	1	.....	65 00	.....
78	3,000	201	10	125	4	26	13	25	57	46	.....	.....	180	2	.....	50 00	.....
79	600	45	9	34	.....	21	4	7	2	24	.....	14	40	.....	1	.....	36 11
	54,100	2,079	9.9	1,481	33	605	264	209	370	906	179	297	1,720	7	20	79 75	43 60
81	800	34	9	36	.....	6	7	8	15	15	.....	3	60	.....	1	.....	40 00
85	168,000	2,515	9.5	2,105	.....	879	461	278	487	1,416	72	29	2,190	6	31	111 66	60 00
87	1,800	146	10	95	.....	13	26	22	34	51	17	8	112	1	1	55 00	30 20
	170,600	2,695	9.3	2,236	.....	898	494	308	536	1,482	89	40	2,362	7	33	83 33	43 33

Statistical Report, by Districts, for the County of MONMOUTH,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Monmouth—									
NEPTUNE.									
Hamilton.....	80	\$1,296 42	.....	\$1,296 42	8495 00	828 00	8482 23	\$15 77	\$1,021 00
Avon.....	80½	1,030 30	.....	1,030 30	902 00	30 56	.....	58 15	991 61
Whiteville.....	88	990 67	.....	990 67	805 40	60 00	.....	62 45	928 83
Green Grove.....	90	451 27	.....	451 27	300 00	20 00	11 50	20 00	351 50
Asbury Park.....	90½	17,423 59	2,000 00	19,423 59	11,625 00	359 61	5,012 62	3,538 25	23,535 48
		21,192 25	2,000 00	23,192 25	17,129 30	498 17	5,506 35	3,694 62	26,828 44
EATONTOWN.									
Locust Grove.....	82	400 23	.....	400 23	315 00	18 64	.....	23 25	356 89
Eatontown.....	83	1,261 58	50 00	1,311 58	1,140 00	44 63	34 65	34 58	1,253 86
Ocean Port.....	84	1,482 31	.....	1,482 31	950 00	17 75	20 43	18 24	1,006 42
West Long Branch	86	1,101 93	67 24	1,169 17	838 34	58 87	182 32	6 22	1,085 75
Pine Grove.....	89	622 86	.....	622 86	470 00	20 50	16 91	37 21	544 62
		4,868 91	117 24	4,986 15	3,713 34	160 39	254 31	119 50	4,247 54
WALL.									
Allenwood.....	91	831 90	124 00	955 90	540 00	20 92	186 00	35 36	782 28
Manasquan.....	92	4,575 67	.....	4,575 67	2,700 00	98 76	1,164 58	186 97	4,150 31
Allendale.....	93	690 92	.....	690 92	600 00	29 75	.....	34 61	664 36
Sea Plain.....	94	2,489 02	2,084 54	4,573 56	1,933 33	123 21	784 40	835 10	3,676 04
Belmar.....	94½	1,986 71	2,760 71	4,747 42	2,290 00	66 90	1,858 64	413 22	4,628 76
Laird.....	95	854 96	469 42	1,324 38	675 00	32 40	412 52	39 65	1,159 57
Hurley.....	96	447 63	.....	447 63	360 00	18 33	.....	19 27	397 60
Allaire.....	97	294 97	.....	294 97	255 00	14 00	.....	1 80	270 80
New Bedford.....	98	1,206 60	.....	1,206 60	762 18	28 00	109 41	27 05	926 64
Blansburg.....	99	404 70	350 00	754 70	365 00	19 60	305 67	19 90	710 17
Center.....	100	375 00	.....	375 00	350 00	17 50	.....	13 06	380 56
		14,158 08	5,788 67	19,946 75	10,830 51	469 37	4,821 22	1,625 99	17,747 09
HOWELL.									
Blue Ball.....	101	685 67	.....	685 67	450 00	10 67	205 00	19 92	685 59
Jerseyville.....	102	801 65	16 32	817 97	500 00	17 21	24 28	20 00	561 49
Turkey.....	103	769 11	.....	769 11	570 00	22 56	12 36	37 63	642 55
Farmingdale.....	104	1,241 78	177 73	1,419 51	1,100 00	61 99	207 80	50 98	1,420 77
Fort Plain.....	105	402 37	.....	412 37	330 00	14 60	9 48	13 55	367 63
West Farms.....	106	480 58	.....	480 58	417 02	36 00	4 70	22 86	480 58
Squankum.....	107	560 46	.....	560 46	450 00	15 88	.....	10 00	475 88
Bethel.....	108	1,067 41	.....	1,067 41	495 00	26 00	.....	48 52	569 52
Greenville.....	109	876 90	.....	876 90	459 00	15 00	.....	106 19	580 19
Morris.....	110	563 25	130 00	693 25	345 00	23 80	132 50	50 16	551 46
N. Farmingdale.....	111	532 90	.....	532 90	300 00	10 70	159 56	30 00	500 32
Bedford.....	112	375 00	.....	375 00	329 99	15 31	.....	26 48	371 78
		8,357 68	324 05	8,681 73	5,746 07	269 72	755 68	436 29	7,207 76

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
80	\$1,200	82	9	70	.....	2	11	16	41	27	.....	4	75	.....	1	.....	\$55 00
80½	2,500	124	9	98	.....	30	22	16	30	52	.....	15	150	1	1	870 00	35 00
88	2,500	89	10	112	.....	49	15	21	27	61	.....	15	150	.....	2	.....	47 50
90	1,200	56	9	54	.....	4	18	11	21	32	.....	.....	70	1	.....	33 33	.....
90½	53,000	1,935	10	1,626	33	669	296	208	420	1,035	67	393	1,350	2	26	95 00	48 85	
	60,400	2,286	9.4	1,960	33	754	362	272	539	1,207	67	427	1,795	4	30	66 11	46 58	
82	700	58	9	29	.....	1	1	11	16	18	3	21	60	.....	1	.....	35 00
83	3,000	193	9.5	129	.....	28	28	24	49	70	24	59	150	1	1	70 00	50 00
84	3,000	161	10	121	4	65	17	11	24	60	5	.....	150	1	1	50 00	35 00
86	2,500	135	9.5	114	.....	13	31	35	35	34	12	5	130	1	1	60 00	28 00
89	600	68	9	54	.....	1	10	10	33	17	.....	19	50	1	.....	52 22	.....
	9,800	615	9.4	447	4	108	87	91	157	199	44	104	540	4	4	60 50	37 00	
91	2,000	95	9	92	.....	7	21	35	29	50	.....	.....	90	1	.....	60 00	.....
92	1,500	454	9	352	.....	55	75	210	12	243	2	51	350	1	5	100 00	34 00
93	1,500	88	9	76	.....	20	27	10	19	36	.....	10	80	1	1	50 00	37 50
94	7,000	239	10	220	4	81	35	70	30	127	.....	11	250	1	3	75 00	39 44
94½	12,000	330	9	283	.....	43	97	54	89	174	7	64	360	1	4	70 00	46 25
95	2,500	96	9	85	.....	19	30	13	23	56	.....	11	60	1	.....	75 00	.....
96	1,000	58	9	43	.....	6	5	11	21	20	.....	10	60	.....	1	.....	40 00
97	500	24	9	23	.....	2	4	12	5	9	.....	.....	40	.....	1	.....	28 83
98	1,500	96	9	98	.....	3	17	23	55	46	.....	3	80	1	.....	84 68	.....
99	1,000	56	9	48	.....	11	16	9	12	29	.....	3	70	.....	1	.....	40 55
100	1,000	51	9	40	.....	10	14	8	8	27	.....	5	70	1	.....	38 88	.....
	31,500	1,587	9.1	1,360	4	257	341	455	303	818	9	168	1,510	8	16	69 19	38 01	
101	1,600	61	9	44	.....	2	10	11	21	22	.....	9	75	.....	1	.....	50 00
102	1,500	84	9	80	.....	.....	12	26	42	33	.....	9	80	1	.....	55 55	.....
103	1,200	80	9.5	63	.....	8	25	24	6	29	.....	11	80	1	.....	60 00	.....
104	4,500	178	10	178	6	45	36	44	47	90	.....	46	180	1	1	70 00	49 00
105	800	43	9	30	.....	2	8	12	8	16	.....	.....	70	.....	1	.....	36 66
106	1,200	78	9	60	.....	7	17	13	23	31	.....	1	70	1	.....	46 66	.....
107	1,000	67	9	58	.....	11	13	7	27	30	.....	2	70	1	.....	50 00	.....
108	1,200	122	9	97	.....	13	24	29	31	50	.....	22	75	1	.....	65 00	.....
109	1,000	92	9.5	93	.....	13	13	21	46	30	.....	.....	70	1	.....	45 32	.....
110	1,000	56	9	51	.....	1	11	8	31	20	.....	7	75	.....	1	.....	33 33
111	600	35	9	24	.....	1	5	5	13	10	.....	9	50	.....	1	.....	33 33
112	600	55	9	58	.....	1	10	20	27	25	.....	1	60	.....	1	.....	36 66
	16,200	951	9.2	836	6	104	184	220	322	389	2	115	955	7	6	56 07	39 83	

Statistical Report, by Districts, for the County of MORRIS,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Monmouth— Con. Summary.									
Atlantic.....		\$3,642 82	530 83	\$3,973 65	2,603 36	\$164 49	8476 33	\$146 15	\$3,390 33.
Freehold.....		9,331 18	1,101 12	10,738 60	7,748 00	370 06	1,439 62	130 04	9,687 72
Upper Freehold.....		5,874 52	186 76	6,361 28	4,617 22	217 26	430 43	346 64	5,611 55.
Millstone.....		5,943 77		5,943 77	3,967 45	222 02	274 56	186 69	4,650 72
Manalapan.....		3,782 48		3,782 48	3,234 48	184 08	40 02	156 75	3,615 33
Marlboro.....		4,484 88	36 83	4,521 71	3,523 00	174 01	241 25	154 18	4,092 44
Matawan.....		6,047 98	532 93	6,580 91	4,244 02	119 55	316 42	124 27	4,804 26
Raritan.....		9,317 11	23 21	9,340 32	6,848 40	219 06	130 05	440 71	7,638 22
Holmdel.....		3,750 23		3,750 23	2,685 65	96 74	81 61	157 36	3,021 36
Middletown.....		14,673 97	430 00	15,103 97	10,026 15	485 81	1,174 70	482 53	12,169 19
Shrewsbury.....		15,946 29	1,965 00	17,911 29	13,818 00	575 61	325 75	1,709 45	16,428 81
Ocean.....		28,834 83	38,915 72	67,750 55	26,403 50	1,437 47	28,840 29	10,761 70	67,442 96
Neptune.....		21,192 25	2,000 00	23,192 25	17,129 30	498 17	5,506 35	3,694 62	26,828 44
Eatontown.....		4,868 91	117 24	4,986 15	3,713 34	160 39	254 31	119 50	4,247 54
Wall.....		14,158 08	5,788 67	19,946 75	10,300 51	469 37	1,821 22	1,625 99	17,747 09
H Howell.....		8,357 68	324 05	8,681 73	5,746 07	269 72	755 68	486 29	7,207 76
		160,209 98	52,355 66	212,565 64	127,138 45	5,663 81	45,108 59	20,672 87	198,583 72
MORRIS.									
RANDOLPH.									
Dover.....	1	8,116 00	22,447 29	30,563 29	7,954 00	485 23	18,598 96		27,038 19.
Mine Hill.....	2	1,305 29	437 59	1,742 88	1,300 00	41 49	76 67	89 58	1,507 74
Ferro Monte.....	3	747 87	470 87	1,218 74	841 25	45 09	32 29	13 90	932 44
Wolfe.....	4	375 09		375 09	358 85			16 15	375 00
Mount Freedom ..	5	375 03		375 03	360 00	9 25		5 75	375 00
Millbrook.....	6	481 59		481 59	400 00	15 75		2 40	418 15
Center Grove.....	7	409 31	875 00	1,284 31	351 05	16 54	875 00	20 00	1,262 59
Shongum.....	8	319 74		319 74	252 00	20 00			272 00
Port Oram.....	9	2,818 53	1,368 64	4,187 17	2,100 00	137 95	171 84	18 41	2,428 20
Ironia.....	71	402 44		402 44	315 00	38 32	7 74	14 80	375 86.
		15,350 80	25,599 39	40,950 19	14,232 15	809 53	19,762 50	180 99	34,985 17
ROCKAWAY.									
Union.....	10	375 00		375 00	333 00	22 00		20 00	375 00.
Denville.....	11	884 77	30 05	914 82	388 24	41 12		28 05	457 41
Rockaway.....	13	3,519 62	1,207 14	4,726 76	2,950 00	61 75	1,060 33	488 71	4,560 79
Mount Pleasant.....	14	2,080 70	402 88	2,483 58	1,887 39	115 25	404 11	20 00	2,426 75
Mount Hope.....	15	1,393 65		1,393 65	1,374 01			19 64	1,393 65
Lower Hibernia.....	16	1,662 39	400 00	2,062 39	1,575 00	130 66	52 94	236 07	1,994 67
Beach Glen.....	17	384 82	125 00	509 82	348 78	2 00	120 66	20 00	491 44
Rockaway Valley..	18	375 00	6 38	381 38	286 55	18 87		10 00	315 42
Lyonsville.....	19	307 19		307 19	234 00	20 07		11 70	265 77
Hibernia.....	20	1,677 95	650 00	2,327 95	1,601 25	15 00	666 93		2,283 18
Greenville.....	21	427 36	87 00	514 36	360 00	47 67	81 21	19 69	508 57
		13,088 45	2,908 45	15,996 90	11,338 22	474 39	2,386 18	873 86	15,072 65

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.		
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
.....	89,000	345	9.4	264	.....	19	59	74	112	126	7	21	380	1	5	\$68 42	\$41 30	
.....	35,600	1,289	9.5	840	.....	292	191	128	229	496	191	306	1,050	4	12	60 88	39 06	
.....	16,900	687	9.5	548	1	97	118	120	212	258	15	73	800	4	7	52 28	33 47	
.....	9,600	546	9.8	486	8	49	84	148	197	96	4	53	580	6	3	49 93	42 11	
.....	9,300	492	9.6	388	.....	54	101	76	157	198	3	34	475	5	2	50 06	35 83	
.....	6,900	493	9.4	364	.....	47	64	93	160	178	26	92	555	3	6	62 00	39 55	
.....	8,000	552	9.9	414	12	121	116	56	109	212	84	167	460	4	4	68 50	43 08	
.....	30,400	1,136	9.4	939	1	329	215	132	262	595	62	232	1,010	3	11	89 91	36 17	
.....	5,500	441	9.6	329	8	33	86	86	116	148	28	100	349	1	5	82 63	43 06	
.....	29,500	1,703	9.6	1,260	6	265	363	254	372	639	42	7	1,375	10	11	60 52	37 51	
.....	54,100	2,079	9.9	1,481	33	605	264	209	370	906	179	297	1,720	7	20	79 75	43 60	
.....	170,600	2,695	9.3	2,236	.....	898	494	308	536	1,482	89	40	2,362	7	33	83 33	43 33	
.....	60,400	2,286	9.4	1,960	33	754	362	272	539	1,207	67	427	1,795	4	30	66 11	46 58	
.....	9,800	615	9.4	447	4	108	87	91	157	199	44	104	540	4	4	60 50	37 00	
.....	31,500	1,587	9.1	1,360	4	257	341	455	303	818	9	168	1,510	8	16	69 19	38 01	
.....	16,200	951	9.2	836	6	104	184	220	322	389	2	115	955	7	6	56 07	39 83	
	503,300	17,897	9.6	14,152	116	4,032	3,129	2,722	4,153	7,954	852	2,236	15,916	78	176	66 25	39 96	
1	35,000	1,279	10	945	8	393	179	92	273	595	115	326	973	2	15	90 00	43 67	
2	3,000	241	10	111	.....	28	18	9	56	54	92	83	150	1	2	60 00	35 00	
3	1,500	108	10	84	24	13	16	17	14	38	.....	22	89	1	1	50 75	35 00	
4	500	50	10	39	.....	7	9	12	11	20	.....	.....	36	.....	1	.....	35 88	.....
5	800	67	9	56	.....	14	16	10	16	33	.....	6	60	1	.....	40 00	.....	.....
6	1,200	80	10	60	.....	5	11	12	32	24	.....	.....	50	1	.....	40 00	.....	.....
7	1,100	84	10	54	.....	3	7	10	32	23	.....	5	24	46	.....	1	35 10	.....
8	250	27	9	24	.....	2	3	6	13	9	.....	.....	10	16	.....	1	28 00	.....
9	6,000	441	10	306	2	128	47	42	87	191	61	129	260	1	3	90 00	40 00	.....
71	1,500	58	9	46	.....	6	10	14	16	17	1	.....	40	1	.....	35 00	.....	.....
	50,850	2,435	9.7	1,725	34	601	316	224	550	1,004	274	600	1,720	8	24	61 98	40 79	.....
10	1,000	80	9	66	.....	3	17	10	36	27	3	15	60	.....	1	.....	37 00	.....
11	500	106	10	87	.....	11	15	24	37	55	.....	21	58	.....	1	.....	38 82	.....
13	15,000	363	10	278	2	109	69	26	72	174	7	111	280	1	5	90 00	41 06	.....
14	3,000	361	11	211	10	28	42	38	93	88	54	145	200	2	1	63 13	45 31	.....
15	4,500	245	10	90	7	21	15	13	34	59	93	77	288	1	1	77 14	60 25	.....
16	6,500	169	10.5	175	4	40	42	23	66	97	.....	.....	200	1	2	70 00	40 00	.....
17	1,000	47	10	49	.....	7	13	4	25	24	1	.....	50	.....	1	.....	34 88	.....
18	1,000	33	9.5	25	.....	4	6	3	12	12	.....	7	40	.....	1	.....	30 16	.....
19	1,000	33	7.8	33	.....	14	7	12	21	21	1	.....	40	1	.....	30 00	.....	.....
20	4,000	165	10.5	171	10	49	32	54	26	95	.....	26	172	1	2	80 00	36 25	.....
21	1,000	77	9	59	.....	10	10	11	28	29	.....	18	60	.....	1	.....	40 00	.....
	38,500	1,679	9.7	1,244	33	282	275	213	441	681	159	427	1,448	7	16	67 63	40 25	.....

Statistical Report, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1894, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1894, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1894.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Morris—Con.										
JEFFERSON.										
Union Valley	23	\$277 65	\$65 00	\$342 65	\$270 00	\$5 06	\$53 00	\$1 00	\$329 06	
Milton	24	676 45		676 45	110 00	7 50			117 50	
Weldon	25	375 28	93 82	469 10	400 00	36 10		14 60	450 70	
Longwood	26	275 00	40 00	315 00	238 75	28 34	37 00	7 00	311 09	
Hurdtown	27	657 42	33 35	690 77	572 33	40 42		15 02	627 77	
Berkshire	28	275 00		275 00	235 00	18 00	3 40	18 51	275 00	
Hopatcong.....	29	375 00	66 36	441 36	350 00	18 42	31 80	28 68	428 90	
		2,911 80	298 53	3,210 33	2,176 08	153 93	125 20	84 81	2,540 02	
ROXBURY.										
Spencer's.....	30	377 29		377 29	300 00	22 50		19 86	342 36	
Kenvil.....	31	912 94		912 94	750 00	37 46		29 82	817 28	
Succasunna.....	32	865 84	255 44	1,121 28	652 50	33 00	146 02	20 00	851 52	
Drakeville.....	33	747 65	759 21	1,506 86	650 00	60 94	754 56	20 75	1,486 25	
Port Morris.....	33½	980 00	1,082 08	2,062 08	980 00	78 67	983 41	20 00	2,062 08	
Hilt's.....	34	362 68		362 68	315 00	14 85		2 35	332 20	
Alpaugh.....	35	375 74		375 74	340 00	17 70		15 16	372 86	
		4,622 11	2,096 73	6,718 84	3,987 50	265 12	1,883 99	127 94	6,264 55	
MOUNT OLIVE.										
Budd's Lake	12	375 00		375 00	334 50	20 53		19 97	375 00	
Flanders.....	36	375 00		375 00	356 35	16 92		1 73	375 00	
Netcong.....	37	2,043 29	500 00	2,543 29	1,550 00	77 38	500 00	243 49	2,370 87	
Cross Roads.....	38	380 36		380 36	353 83	7 74		18 48	380 05	
Mount Olive.....	39	375 00		375 00	328 87	26 13		20 00	375 00	
Bartley.....	40	375 00		375 00	348 53	20 90		5 57	375 00	
Draketown.....	41	375 00	10 13	385 13	346 99	15 66		12 35	375 00	
		4,298 65	510 13	4,808 78	3,619 07	185 26	500 00	321 59	4,625 92	
WASHINGTON.										
Flock.....	42	375 00	74 12	449 12	316 60	38 35	71 12	20 05	446 12	
Naurightville.....	43	375 00		375 00	342 00	18 09		14 91	375 00	
German Valley.....	44	939 61		939 61	850 00	41 16		48 45	939 61	
Schooley's Mount.....	45	375 00	53 68	428 68	344 20	17 25	53 68	13 55	428 68	
Stephensburg.....	46	375 00		375 00	333 31	22 09		14 25	369 65	
Pleasant Grove.....	47	375 00	81 19	456 19	328 00	27 00	81 19	20 00	456 19	
Middle Valley.....	48	380 90		380 90	346 50	19 68		14 72	380 90	
Philhower.....	49	431 29		431 29	383 26	34 89		13 14	431 29	
Parker.....	50	472 73		472 73	439 48	21 51		11 74	472 73	
		4,099 53	208 99	4,308 52	3,683 35	240 02	205 99	170 81	4,300 17	
CHESTER.										
Hacklebarney.....	51	310 00	15 00	325 00	270 00	20 00	15 00	20 00	325 00	
Peapack Valley.....	52	375 00		375 00	320 00	23 41		31 59	375 00	
Masonic.....	53	275 00		275 00	250 00	20 00		5 00	275 00	
Miltoin.....	54	450 58	7 69	458 27	411 75	21 70		17 13	450 58	
Chester.....	55	928 00	383 17	1,311 17	900 00	147 71	147 87	115 59	1,311 17	
Woodhull.....	56	427 31		427 31	332 50	20 00		19 88	372 38	
Forest Hill.....	57	287 15		287 15	287 15				287 15	
Chester Cross R'ds	96	390 35		390 35	333 33	27 02		20 00	380 35	
		3,443 39	405 86	3,849 25	3,104 73	279 84	162 87	229 19	3,776 63	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
22	\$200	28	9	26	.....	2	4	14	6	13	28	.....	28	.....	1	.....	\$30 00
24	400	62	2.7	34	.....	12	6	10	34	24	1	.....	30	1	.....	\$40 00	
25	1,000	74	10	48	.....	12	6	10	20	24	1	.....	75	1	.....	40 00	
26	500	11	9.5	10	.....	3	1	6	3	3	.....	.....	120	1	.....	125 00	
27	1,500	119	10	86	.....	21	8	30	27	47	1	.....	60	1	.....	60 00	
28	600	48	9	38	.....	6	5	4	23	16	.....	.....	52	1	.....	125 00	
29	1,500	112	9.7	76	.....	8	14	13	41	32	.....	.....	60	1	.....	33 33	
30-35	5,700	454	8.5	318	.....	52	38	77	151	159	31	67	325	2	5	50 00	30 66
	750	51	10	26	.....	7	1	8	10	13	1	12	24	.....	1	.....	30 00
	2,500	146	10	115	.....	31	26	18	40	69	.....	19	98	.....	12	.....	37 50
	1,200	122	10	97	.....	26	20	13	38	50	1	27	100	1	1	50 00	25 00
	1,600	105	10	88	19	.....	12	5	28	50	.....	3	90	.....	2	.....	32 50
	6,000	155	10	144	.....	32	34	25	53	78	.....	22	125	1	1	63 00	35 00
34	500	25	9	15	.....	5	1	4	5	6	.....	4	35	.....	1	.....	35 00
35	500	46	10	36	.....	4	5	7	20	14	.....	.....	34	.....	1	.....	34 00
36-41	13,050	650	9.8	521	19	129	99	80	194	280	2	87	506	2	9	56 50	33 22
	1,000	56	9.5	49	.....	9	17	8	15	22	2	1	60	.....	1	.....	35 21
	2,500	67	9	50	.....	12	13	15	10	28	.....	4	60	1	.....	39 59	.....
	12,000	302	10	228	.....	49	52	38	89	114	1	52	150	1	2	85 00	35 00
	800	64	9	57	.....	14	12	7	24	26	.....	.....	40	1	.....	39 31	.....
	1,400	59	9.2	48	.....	.....	8	16	24	19	.....	.....	50	.....	1	.....	35 00
40	1,800	65	9	56	.....	7	11	14	24	30	.....	2	74	1	.....	38 73	.....
41	500	49	10	34	.....	7	5	12	10	17	.....	6	35	.....	1	.....	34 69
42-50	20,000	662	9.3	522	.....	98	118	110	196	256	3	65	469	4	5	50 66	34 98
	800	38	9	38	.....	12	3	9	14	17	.....	3	40	1	.....	35 18	.....
	2,500	54	9	46	.....	7	14	14	11	27	.....	8	50	1	.....	38 00	.....
	5,000	134	10	125	9	48	26	14	28	78	.....	3	136	1	1	50 00	35 00
	1,500	70	9	60	.....	32	5	10	13	30	3	.....	50	.....	1	.....	38 24
	1,400	45	10	38	.....	3	8	5	22	14	.....	.....	50	.....	1	.....	33 33
46	1,000	50	9.3	40	1	7	14	10	8	33	1	10	50	1	.....	35 22	.....
48	1,000	80	9	57	1	7	20	8	21	31	3	12	52	1	.....	38 50	.....
49	200	69	11.5	63	.....	4	9	9	41	18	.....	2	48	1	.....	33 33	.....
50	800	82	10	78	.....	9	14	18	37	34	.....	16	60	.....	1	.....	43 45
51-56	14,200	622	9.6	545	11	129	113	97	195	282	7	54	536	6	4	38 37	37 50
	800	32	9	34	.....	13	7	10	4	20	.....	3	30	.....	1	.....	30 00
	1,400	57	10	42	.....	12	10	5	15	23	5	12	40	.....	1	.....	32 00
	600	17	9	13	.....	.....	3	3	7	6	1	3	24	.....	1	.....	27 77
	2,000	60	9	56	.....	23	7	6	20	27	.....	4	120	1	.....	45 75	.....
	5,000	173	10	127	1	47	29	14	36	80	.....	38	200	1	1	60 00	30 00
55	600	38	9.5	28	.....	1	7	7	13	12	.....	4	32	.....	1	.....	35 00
57	1,000	38	9	21	.....	5	7	4	5	13	.....	1	24	.....	1	.....	31 90
96	400	55	9.5	54	.....	3	10	14	27	24	6	1	40	.....	1	.....	35 08
57-59	11,800	470	9.3	375	1	104	80	63	127	205	12	66	510	2	7	52 87	21 68

Statistical Report, by Districts, for the County of MORRIS,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.							
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Morris—Con.									
MENDHAM.									
Ralstonville	58	\$418 62		\$418 62	\$300 00	\$27 82		\$12 53	\$340 35
Union	59	375 00		375 00	330 00	30 40		14 60	375 00
Mendham	60	491 51		491 51	405 00	13 79		7 54	426 33
Mountain	61	275 00		275 00	252 00	3 88		2 95	258 83
Brookside	62	375 00	\$300 00	675 00	332 14	22 86	\$300 00	20 00	675 00
Washington Cor.	63	275 00	8 04	283 04	270 00	11 97			281 97
		2,210 13	308 04	2,517 17	1,889 14	110 72	300 00	57 62	2,357 48
MORRIS.									
Union Hill	64	278 01		278 01	270 00			5 01	275 01
Washington Val.	65	375 00		375 00	300 00	34 58	37 59	2 83	375 00
Morris Plains	66	877 12		877 12	754 51		96 73	25 88	877 12
Morristown	67	12,381 95	8,750 00	21,131 95	13,792 00	627 43	2,829 48	3,751 10	21,000 01
Mountain	68	404 98		404 98	333 33	15 00		8 05	356 33
		14,317 06	8,750 00	23,067 06	15,449 84	677 01	2,963 80	3,792 87	22,833 52
PASSAIC.									
New Vernon	69	375 00	223 45	598 45	425 00	24 00	27 33	13 94	490 27
Logansville	70	276 21	79 32	355 53	252 00	12 00		11 00	275 00
Pleasant Plains	73	397 16		397 16	364 26	12 90		20 00	397 16
Millington	74	375 00	137 25	512 25	400 00	24 00	27 40	8 24	459 64
Long Hill	75	375 00	112 95	487 95	350 00	18 73		20 00	388 73
Sterling	708	445 63	1,045 90	1,491 53	650 00	37 90	712 55	13 45	1,413 90
		2,244 00	1,598 87	3,842 87	2,441 26	129 53	767 28	86 63	3,424 70
CHATHAM.									
Green Village	72	619 84	43 32	663 66	600 00	21 00		42 66	663 66
Loantaka	76	720 00		720 00	650 00	50 00		20 00	720 00
Solon	77	275 00		275 00	225 00	4 47		31 14	260 61
Mount Vernon	78	776 31		776 31	500 00	15 25	75 50	18 56	609 31
Chatham	79	1,931 23	600 00	2,531 23	1,850 00	97 53	500 48	83 22	2,531 23
Union Hill	80	622 86		622 86	550 00	25 68		47 18	622 86
Madison	81	3,240 21	1,000 00	4,240 21	2,987 00	200 00	1,000 00	20 11	4,207 11
East Madison	82	427 91	15 86	443 77	360 00	16 38	11 83	16 47	404 73
Afton	83	375 36		375 36	342 92	25 95		4 49	373 36
		8,988 72	1,659 68	10,648 40	8,064 92	456 26	1,587 86	233 83	10,392 87
HANOVER.									
Monroe	84	375 00	35 00	410 00	338 62	16 38	35 00	20 00	410 00
Littleton	85	375 00	100 00	475 00	332 50	25 20	75 19	10 63	441 52
Malapardis	86	376 07		376 07	320 25	28 73		18 62	367 60
Whippany	87	520 26	212 25	732 51	500 00	1 26	211 25	20 00	732 51
Hanover	88	275 00	102 50	377 50	315 00	8 35	54 15		377 50
Hanover Neck	89	299 86		299 86	270 00	15 51		14 35	299 86
Troy	90	397 33	109 67	507 00	400 00	18 04	29 44	20 00	467 48
Parsippany	91	375 00	171 76	546 76	315 00	32 00		20 00	367 00
North Parsippany	92	430 49		430 49	250 00	18 75		8 25	277 00
Old Boonton	93	412 50		412 50	278 25	15 00		20 00	313 25
Powerville	94	427 27	50 00	477 27	350 00	19 50		19 75	389 25
Mount Tabor	110	469 16		469 16	408 65	43 76		16 75	469 16
		4,732 94	781 18	5,514 12	4,078 27	242 48	403 03	188 35	4,912 13

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
58	\$1,000	59	10	25	4	7	1	13	8	11	7	40	1	1		\$30 00	
59	1,000	59	10	55	7	5	9	34	22	12	9	50	1	1		33 00	
60	1,500	85	9	56	7	21	12	16	33	18	16	55	1		\$45 00		
61	500	18	9	21		6	1	8	10	2	1	26	1	1		28 00	
62	1,000	56	9	51	1	15	15	20	26	26		80	1		36 90		
63	800	30	9	16				10	5	3	4	45		1		30 00	
64	5,800	307	9.3	224	19	54	50	101	104	36	37	296	2	4	40 95	30 25	
65	1,000	25	9	25		8	5	12	10			30		1		30 00	
66	2,500	41	10	26	4	10	5	7	14		9	52		1		30 00	
67	2,800	166	10	108	14	28	28	38	57	12	51	88		2		37 72	
68	70,000	2,205	10	1,035	47	482	208	111	187	778	787	424	900	2	21	132 50	55 95
	1,000	64	10	37	9	11	6	11	21	4	16	36		1		33 33	
69	77,300	2,501	9.8	1,231	47	509	265	155	255	880	807	500	1,106	2	26	132 50	51 68
70	1,800	64	10	56	11	13	17	15	24		1	70		1		42 50	
71	500	36	9	31	10	7	4	10	15		3	24		1		28 00	
72	800	45	10	30		4	11	15	11		5	34	1		36 42		
73	1,500	55	10	34	16	11	3	4	26	6		52		1		40 00	
74	800	37	10	50	2	19	18	11	26	5	3	50		1		35 00	
75	2,000	96	10	90	53	22	10	5	58	3	20	70		1		65 00	
76	7,400	353	9.8	291	92	76	63	60	160	14	32	300	1	5	36 42	42 10	
77	2,000	72	9.5	48	2	15	8	23	23		7	50		1		63 16	
78	2,000	107	10	50	10	15	20	5	23	36	18	50	1		65 00		
79	500	18	9	23		6	4	13	10		2	24		1		25 00	
80	1,700	56	10	36	5	10	9	12	19	2	4	42	1		50 00		
81	10,000	257	10	172	63	41	18	16	34	106	62	44	137	1	2	100 00	42 50
82	3,000	81	10	41	6	12	5	4	14	22		8	80		1	55 00	
83	24,000	385	10	194	4	85	51	24	30	140	149	99	200	1	4	112 00	52 00
	3,000	83	10	34		9	4	10	11	18	34	14	45		1	36 00	
	2,500	54	9	39		7	18	8	6	32	1	8	50		1	38 10	
84	48,700	1,113	9.7	637	73	171	142	103	148	393	284	204	678	4	11	81 75	46 39
85	800	80	9	49	9	16	6	18	27	3	9	50		1		37 62	
86	1,000	53	9.5	42	16	9	10	7	19	1		44		1		35 00	
87	650	35	9	32	7	5	3	17	15		1	28		1		35 58	
88	2,000	118	10	87	2	35	18	11	21	56	6	25	85		1	50 00	
89	1,000	45	9	31	16	15			21		2	52		1		35 00	
90	700	49	9	27	6	8	6	7	16		17	50		1		30 00	
91	400	62	10	31	2	6	5	18	13	13	23	40		1		40 00	
92	2,000	70	9	41	15	7	8	11	28	10	1	58		1		35 00	
93	300	29	9	18	6	3	1	8	9	4	5	22		1		27 77	
94	600	34	9	26	2	7	6	11	13	6	2	34		1		30 91	
95	2,000	100	10	58	8	10	8	32	23	14	25	120		1		35 00	
96	1,500	51	9	60	5	9	13	33	21		17	42	1		45 40		
	12,950	650	9.2	502	2	127	113	77	183	261	43	102	625	1	11	45 40	35 62

Statistical Report, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Morris—Con.									
BOONTON.									
Boonton	95	\$7,979 03	\$1,550 00	\$9,529 03	\$5,574 00	\$239 50	\$312 08	\$881 53	\$7,007 11
MONTVILLE.									
Hook Mountain.....	97	457 07	40 00	497 07	400 00	20 21		20 00	440 21
Lower Montville.....	98	422 50	181 13	603 63	348 65	23 00		29 41	403 06
Montville.....	99	612 54	260 01	872 55	450 00	22 35	95 64	30 59	598 58
Waughaw.....	100	450 00	88 64	538 64	387 66	27 16	108 61	17 23	540 66
Taylortown.....	101	592 79		592 79	340 00	20 25		9 75	370 00
		2,534 90	569 78	3,104 68	1,926 31	114 97	204 25	106 98	2,352 51
PEQUANNOCK.									
Stony Brook.....	102	375 00		375 00	330 20	20 63		17 00	367 83
Jacksonville.....	103	440 50	200 00	640 50	360 00	29 44	164 61	3 00	557 05
Beavertown.....	104	453 23		453 23	410 00	23 23		20 00	453 23
Pompton Plains.....	105	605 23	27 22	632 45	522 50	21 27		20 17	563 94
Pompton.....	106	375 00		375 00	346 00	9 00		20 00	375 00
Bloomington.....	107	388 31		388 31	320 25	48 03		20 00	388 25
Butler.....	111	1,263 46	305 63	1,569 09	1,160 00	76 82	251 85	6 05	1,494 72
		3,900 73	532 85	4,433 58	3,448 95	228 42	416 46	106 22	4,200 05
Summary.									
Randolph.....		15,350 80	25,599 39	40,950 19	14,232 15	809 53	19,762 50	180 99	34,985 17
Rockaway.....		13,088 45	2,908 45	15,996 90	11,338 22	474 39	2,386 18	873 86	15,072 65
Jefferson.....		2,911 80	298 53	3,210 33	2,176 68	153 93	125 20	84 81	2,540 02
Roxbury.....		4,622 11	2,096 73	6,718 84	3,987 50	265 12	1,883 99	127 94	6,264 55
Mount Olive.....		4,298 65	510 13	4,808 78	3,619 07	185 26	500 00	321 59	4,625 92
Washington.....		4,099 53	208 99	4,308 52	3,683 35	240 02	205 99	170 81	4,300 17
Chester.....		3,443 39	405 86	3,849 25	3,104 73	279 84	162 87	229 19	3,776 63
Mendham.....		2,210 13	308 04	2,518 17	1,889 14	110 72	300 00	57 62	2,357 48
Morris.....		14,317 06	8,750 00	23,067 06	15,449 84	677 01	2,963 80	3,792 87	22,883 52
Passaic.....		2,244 00	1,598 87	3,842 87	2,441 26	129 53	767 28	86 63	3,424 70
Chatham.....		8,988 72	1,659 68	10,648 40	8,064 92	456 26	1,587 86	283 83	10,392 87
Hanover.....		4,732 94	781 18	5,514 12	4,078 27	242 48	403 03	188 35	4,912 13
Boonton.....		7,979 03	1,550 00	9,529 03	5,574 00	239 50	312 08	881 53	7,007 11
Montville.....		2,534 90	569 78	3,104 68	1,926 31	114 97	204 25	106 98	2,352 51
Pequannock.....		3,900 73	532 85	4,433 58	3,448 95	228 42	416 46	106 22	4,200 05
		94,722 24	47,778 48	142,500 72	85,013 79	4,606 98	31,981 49	7,493 22	129,095 46
OCEAN.									
PLUMSTEAD.									
New Egypt.....	1	865 78	50 60	916 38	765 00	32 00	48 30	37 90	883 20
Archertown.....	2	398 96	238 50	637 26	339 93	20 96	238 50	17 59	616 98
Collier's Mills.....	3	383 89		383 89	330 00	25 00		17 75	372 75
Brindletown.....	53	275 00		275 00	230 82	27 50		16 68	275 00
		1,923 43	289 10	2,212 53	1,665 75	105 46	286 80	89 92	2,147 93

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
95	\$15,000	837	10	509	7	207	120	62	113	337	144	159	450	2	10	\$85 00	\$40 16	
97	500	66	10	57	.....	9	9	12	27	26	.....	60	.....	1	.....	.....	40 00
98	1,400	67	9	40	.....	14	9	12	5	22	.....	60	.....	1	.....	.....	38 74
99	1,500	127	9	95	.....	6	22	18	49	44	.....	30	60	1	.....	50 00	.....
100	1,000	55	9	42	.....	1	8	15	18	18	.....	7	56	1	.....	43 07	.....
101	500	52	9	39	.....	6	8	12	13	21	.....	2	40	1	.....	37 77	.....
.....	4,900	367	9.2	273	.....	36	56	69	112	131	.....	39	276	3	2	43 61	39 37
102	500	54	9.1	35	.....	5	11	7	12	19	1	10	32	1	.....	36 28	.....
103	1,000	54	9	49	.....	19	12	6	12	26	.....	8	50	.....	1	.....	40 00
104	2,000	84	9	67	.....	8	19	16	24	37	.....	18	75	1	.....	45 55	.....
105	5,000	100	9.5	65	.....	8	26	12	19	35	4	30	96	1	.....	55 00	.....
106	800	65	9.7	46	.....	9	5	5	27	21	6	10	44	.....	1	.....	35 49
107	700	62	9.5	59	.....	36	7	3	13	26	1	.....	60	.....	1	.....	35 00
111	10,000	270	9	195	.....	37	64	25	69	108	61	67	150	1	2	66 66	31 11
.....	20,000	689	9.2	516	.....	122	144	74	176	272	73	143	507	4	5	50 87	34 54
.....	50,850	2,435	9.7	1,725	34	601	316	224	550	1,004	274	600	1,720	8	24	61 98	40 79	
.....	38,500	1,679	9.7	1,244	33	282	275	213	441	681	159	427	1,448	7	16	67 63	40 25	
.....	5,700	454	8.5	318	.....	52	38	77	151	159	31	67	325	2	5	50 00	30 66
.....	13,050	650	9.8	521	19	129	99	80	194	280	2	87	506	2	9	56 00	33 22	
.....	20,000	662	9.3	522	.....	98	118	110	196	256	3	65	469	4	5	50 66	34 98
.....	14,200	622	9.6	545	11	129	113	97	195	282	7	54	536	6	4	38 37	37 50	
.....	11,800	470	9.3	375	1	104	80	63	127	205	12	66	510	2	7	52 87	31 68	
.....	5,800	307	9.3	224	.....	19	54	50	101	104	36	37	296	2	4	40 95	30 25
.....	77,300	2,501	9.8	1,231	47	509	265	155	255	880	807	500	1,106	2	26	132 50	51 68	
.....	7,400	353	9.8	291	.....	92	76	63	60	160	14	32	300	1	5	36 42	42 10
.....	48,700	1,113	9.7	637	73	171	142	103	148	393	284	204	678	4	11	81 75	46 39	
.....	12,950	656	9.2	502	2	127	113	77	183	261	43	102	625	1	11	45 40	55 62	
.....	15,000	937	10	509	7	207	120	62	113	337	158	184	450	2	10	85 00	40 10	
.....	4,900	367	9.2	273	.....	36	56	69	112	131	.....	39	276	3	2	43 61	39 37
.....	20,000	689	9.2	516	.....	122	144	74	176	272	73	143	507	4	5	50 87	34 54
.....	346,150	13,895	9.5	9,433	227	2,678	2009	1517	3002	5,405	1,903	2,607	9,752	50	144	55 62	40 63	
1	2,200	173	9	145	.....	11	32	38	64	65	.....	11	140	1	1	45 00	40 00
2	1,600	55	9	63	.....	3	9	9	42	22	.....	2	72	1	.....	37 77	.....
3	1,000	58	9	51	.....	.....	3	14	34	17	1	4	80	1	.....	36 66	.....
53	500	40	8	31	.....	22	2	3	4	25	.....	.....	40	.....	1	.....	30 00
.....	5,300	326	8.7	290	.....	36	46	64	144	129	1	17	332	3	2	39 81	35 00

Statistical Report, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS.		Number of district.	FINANCIAL STATEMENT.							Total amount expended.
			Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Ocean—Con.										
JACKSON.										
Midwood	4	\$323 26		\$323 26	\$278 83	\$20 01		\$11 20	\$310 04	
Prosperptown	5	375 20		375 20	335 00	15 00		22 67	372 67	
Cassville	6	375 00		375 00	330 00	11 00		21 45	362 45	
Leesville	7	375 00		375 00	330 00	19 03		25 97	375 00	
Holmansville	8	375 00		375 00	315 00	18 00		19 20	352 20	
New Prospect	9	380 21		380 21	340 00	24 00		16 21	380 21	
Jackson's Mills	10	375 00		375 00	330 00	25 96		19 04	375 00	
Whitesville	11	375 00	\$38 00	413 00	318 26	44 00	\$11 00	19 05	392 31	
Pleasant Grove	12	375 00		375 00	330 00	24 96		20 04	375 00	
Cranberry	13	304 15		304 15	250 00	19 00		7 05	276 05	
		3,632 82	38 00	3,670 82	3,157 09	220 96	11 00	181 88	3,570 93	
LAKEWOOD.										
Lakewood	14	2,123 78	21,152 97	23,276 75	1,560 00	82 23	7,989 89	312 71	9,944 83	
Runyon's	46	574 18		574 18	390 00	30 00		16 65	436 65	
Seven Stars	47	849 50	100 00	949 50	351 00	18 00	145 00	20 00	534 00	
		3,547 46	21,252 97	24,800 43	2,301 00	130 23	8,134 89	349 36	10,915 48	
BRICK.										
Herbertsville	15	455 35		455 35	405 00	7 50	31 45	3 75	447 70	
Point Pleasant	16	981 31	197 00	1,178 31	750 00	36 12	365 97	24 38	1,176 47	
Point Pleasant Bay	17	600 49	156 13	756 62	459 99	18 75		43 42	522 16	
Burrsville	18	398 00	142 56	540 56	300 00	19 70	22 23	32 23	374 16	
Metedeconk	19	422 05		422 05	375 00	16 15		11 26	402 41	
Osborn's	20	442 25		442 25	375 00	13 00		23 39	411 39	
Cedar Bridge	21	545 03		545 03	450 00	16 50		29 00	495 50	
Pt. Pleasant Beach	49	2,062 68	50 00	2,112 68	945 00	77 00	22 00	70 20	1,114 20	
Bay Head	51	477 67	300 00	777 67	360 00	17 25	306 10	16 60	699 95	
		6,384 53	845 69	7,230 52	4,419 99	221 97	747 75	254 23	5,643 94	
MANCHESTER.										
Horicon	22	322 88	55 00	377 88	283 00	12 73	23 20	23 87	242 80	
Manchester	23	1,651 16		1,651 16	1,224 10	118 90	25 06	126 81	1,494 87	
Ridgeway	24	287 09	125 00	412 09	255 00		140 93		395 93	
Whiting's	25	541 45		541 45	360 00	28 00	30 63	16 25	434 88	
Red Oak Grove	36	431 47		431 47	248 00	16 12		12 00	276 12	
		3,234 05	180 00	3,414 05	2,370 10	175 75	219 82	178 93	2,944 60	
DOVER.										
Silverton	26	375 90		375 90	327 00	28 00	3 75	16 25	375 00	
Cedar Grove	27	375 00	11 61	386 61	330 00	22 50	24 43		376 93	
Cold Spring	28	375 00		375 00	335 00	17 53		13 45	365 98	
White Oak Bottom	29	275 00		275 00	250 00	14 00		8 00	272 00	
Gowdy's	30	380 25		380 25	325 00	29 75		20 00	374 75	
Toms River	31	3,093 16	405 07	3,498 23	2,450 00	105 00	39 42	155 02	2,849 44	
Union	32	546 12	200 00	746 12	450 00	27 90	171 40	45 91	695 21	
Island Heights	52	375 00	400 00	775 00	330 00	21 50	275 00	97 05	723 55	
		5,795 43	1,016 68	6,812 11	4,897 00	266 18	514 00	355 68	6,032 86	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
4	\$400	33	7.5	29	.....	.....	6	15	8	15	.....	2	30	1	.....	\$30 00	.....
5	800	62	9	58	.....	.....	4	8	6	40	35	4	65	1	.....	.....	\$37 22
6	700	64	9	53	.....	.....	15	11	6	21	37	1	50	1	.....	.....	36 66
7	500	65	9	54	.....	.....	1	11	14	25	32	1	60	1	.....	.....	36 66
8	700	34	9	24	.....	.....	1	13	9	4	19	5	50	1	.....	.....	35 00
9	700	68	9	72	.....	.....	.....	9	26	37	31	.....	60	1	.....	37 77	.....
10	800	73	9	55	.....	.....	.....	8	7	40	21	.....	50	1	.....	36 66	.....
11	2,000	81	9	64	.....	.....	30	22	12	32	.....	2	70	1	.....	36 66	.....
12	500	25	9	25	.....	.....	1	3	6	15	13	.....	44	1	.....	.....	35 00
13	250	34	7.5	32	.....	.....	5	10	17	15	.....	1	32	1	.....	33 33	.....
	7,350	539	8.7	469	22	104	121	222	250	18	511	5	5	34 88	36 10
14	30,000	279	9	205	62	52	43	48	138	25	41	200	4	41 00
46	400	41	9	42	.....	.....	12	18	9	3	22	.....	35	1	.....	.....	42 50
47	1,200	49	9	31	4	12	4	11	17	7	36	1	39 00
	31,600	369	9	278	78	82	56	62	177	25	48	271	6	40 91
15	800	75	9	66	.....	.....	.....	6	16	44	25	.....	56	1	.....	45 00	.....
16	2,000	118	9	107	.....	.....	23	29	19	36	57	.....	100	1	1	58 33	25 00
17	1,000	121	9	89	.....	.....	6	30	23	30	61	.....	90	1	.....	51 11	.....
18	800	46	9	35	.....	.....	2	17	8	8	22	.....	60	.....	1	.....	33 33
19	700	64	9	54	.....	.....	2	20	8	24	31	.....	70	1	.....	41 66	.....
20	500	57	9	43	.....	.....	12	8	15	18	21	.....	50	1	.....	41 66	.....
21	600	90	9	74	.....	.....	16	21	30	33	.....	.....	60	1	.....	50 00	.....
49	13,000	112	9	86	.....	.....	35	20	15	16	50	.....	200	1	1	75 00	30 00
51	1,700	53	9	53	.....	.....	8	25	9	11	33	.....	50	1	.....	40 00	.....
	21,100	736	9	607	.....	.....	85	171	134	217	338	.....	736	8	3	50 34	29 44
22	500	3	9	10	.....	.....	3	3	2	2	7	.....	46	.....	1	.....	33 33
23	4,500	246	9	180	.....	.....	114	32	20	14	125	1	28	170	.....	3	45 85
24	1,200	22	8.5	17	.....	.....	1	10	6	.....	10	.....	4	50	1	.....	30 00
25	1,200	34	6	15	.....	.....	.....	7	8	.....	6	.....	35	1	.....	.....	30 00
36	200	23	8	17	.....	.....	5	3	4	5	7	.....	25	1	.....	.....	31 00
	7,600	328	8.1	239	123	48	39	29	155	1	32	329	7	37 41
26	1,000	77	9	63	.....	.....	.....	3	16	44	22	.....	11	80	1	.....	36 33
27	600	86	9	73	.....	.....	12	27	20	14	44	.....	4	60	1	.....	36 66
28	600	49	9	50	.....	.....	2	10	16	22	23	.....	4	50	1	.....	37 22
29	400	29	7.5	24	.....	.....	.....	6	4	14	17	.....	7	40	1	.....	33 33
30	1,200	62	9	63	.....	.....	10	16	12	25	28	.....	10	68	1	.....	36 11
31	6,000	345	10	262	126	42	27	45	197	9	50	300	2	3	72 50	33 33
32	1,000	95	9	61	.....	.....	19	12	15	15	40	.....	25	70	1	.....	50 00
52	1,200	49	9	47	.....	.....	17	10	6	14	30	.....	4	60	1	.....	36 66
	12,000	792	8.9	643	22	186	126	116	193	401	9	115	723	8	4	45 58	34 16	

Statistical Report, by Districts, for the County of OCEAN,

TOWNSHIPS AND DISTRICTS.	FINANCIAL STATEMENT.								
	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Ocean—Con.									
BERKELEY.									
Dover Chapel.....	33	\$529 52	\$262 50	\$792 02	\$329 97	\$21 75	\$303 75	\$21 54	\$777 01
Bayville	34	559 76	.....	559 76	405 00	18 92	.....	23 10	447 02
		1,089 28	262 50	1,381 78	734 97	40 67	303 75	44 64	1,124 03
LACEY.									
Bamber.....	35	364 91	.....	364 91	320 00	20 00	.....	5 00	345 00
Cedar Creek.....	37	680 33	.....	680 33	405 00	16 25	20 00	15 00	456 25
Forked River.....	38	760 65	.....	760 65	660 00	29 39	.....	18 75	708 14
		1,805 89	.....	1,805 89	1,385 00	65 64	20 00	38 75	1,509 39
OCEAN.									
Waretown	39	558 98	10 00	568 98	516 46	26 50	6 02	20 00	568 98
Millville	40	275 00	.....	275 00	245 25	9 75	.....	20 00	275 00
		833 98	10 00	843 98	761 71	36 25	6 02	40 00	843 98
UNION.									
Cedar Grove.....	41	275 00	.....	275 00	250 00	12 60	.....	12 40	275 00
Barnegat.....	42	1,185 89	151 86	1,337 75	1,093 50	71 82	113 87	20 57	1,299 76
		1,460 89	151 86	1,612 75	1,343 50	84 42	113 87	32 97	1,574 76
STAFFORD.									
Manahawkin.....	43	813 34	.....	813 34	715 00	31 50	.....	66 84	813 34
Cedar Run.....	44	375 00	.....	375 00	340 00	16 50	.....	18 50	375 00
		1,188 34	.....	1,188 34	1,055 00	48 00	.....	85 34	1,188 34
EAGLESWOOD.									
West Creek.....	45	824 60	.....	824 60	633 00	42 55	3 57	30 29	709 41
Staffordville.....	48	275 00	30 00	305 00	260 00	.....	30 00	15 00	305 00
Beach Haven.....	50	717 56	90 00	807 56	405 00	23 38	75 00	95 77	599 15
		1,817 16	120 00	1,937 16	1,298 00	65 93	108 57	141 06	1,613 56
LITTLE EGG HARBOR.									
Parkertown.....	54	376 39	.....	376 39	343 89	13 37	.....	19 13	376 39
Tuckerton.....	55	1,631 42	400 00	2,031 42	1,035 00	79 88	380 83	111 50	1,607 21
West Tuckerton.....	56	1,582 24	55 00	1,637 24	685 43	39 20	57 25	58 45	840 33
Gifford	57	575 83	200 00	775 83	367 91	23 50	197 85	24 85	614 11
Shore and Islands.....	58	281 50	.....	281 50	245 00	16 76	.....	19 05	280 81
		4,417 38	655 00	5,102 38	2,677 23	172 71	635 93	232 98	3,718 85

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.							
33	\$900	71 9	45	.....	3	19	9	14	25	.....	13	60	1	.....	\$36 66	.....
34	1,000	91 9	79	.....	.....	30	35	14	40	10	12	70	1	.....	45 00	.....
	1,900	162 9	124	.....	3	49	44	28	65	10	15	130	2	.....	43 83	.....
35	Rented	4 8	5	.....	.....	.....	12	1	2	3	.....	30	1	.....	40 00	.....
37	500	55 9	39	.....	3	5	15	16	21	.....	7	50	1	.....	45 00	.....
38	2,500	138 9	105	.....	8	12	37	48	57	.....	12	90	1	1	45 00	\$30 00
	3,000	197 8.7	149	.....	11	19	53	66	81	.....	19	170	3	1	43 33	30 00
39	1,000	115 9	92	.....	10	24	17	41	67	3	31	75	.....	3	.....	26 00
40	200	27 8	25	.....	8	2	2	13	10	.....	5	28	1	.....	30 00	.....
	1,200	142 8.5	117	.....	18	26	19	54	77	3	36	103	1	3	30 00	26 00
41	300	32 9	28	.....	.....	.....	15	13	17	.....	4	44	1	.....	27 50	.....
42	2,500	232 9	197	.....	20	61	42	74	106	7	52	186	1	2	56 00	32 75
	2,800	284 9	225	.....	20	61	57	87	123	7	56	230	2	2	83 50	32 75
43	3,000	200 9.5	154	.....	27	65	44	18	98	.....	4	144	1	1	50 00	30 00
44	700	61 8.5	40	.....	.....	6	13	21	18	.....	.....	40	1	.....	40 00	.....
	3,700	261 9	194	.....	27	71	57	39	116	.....	4	184	2	1	45 00	30 00
45	3,000	122 7	138	.....	.....	23	54	61	75	.....	18	194	.....	3	.....	30 14
48	600	27 7.4	33	.....	.....	5	5	23	13	.....	3	40	1	.....	36 00	.....
50	2,000	63 9	51	.....	18	11	9	13	23	.....	13	70	1	.....	45 00	.....
	5,600	212 7.8	222	.....	18	39	68	97	111	.....	34	304	2	3	40 50	30 14
54	600	78 9	61	.....	11	22	16	12	38	.....	6	54	.....	1	.....	38 21
55	4,000	175 9	165	.....	27	58	41	39	121	.....	5	170	1	2	55 00	30 00
56	3,500	102 8.6	86	.....	7	15	23	41	49	.....	1	120	1	1	55 00	30 00
57	1,500	77 9	67	.....	5	14	13	35	39	.....	5	80	.....	1	.....	40 78
58	500	41 7	23	.....	.....	.....	10	18	16	.....	2	36	.....	1	.....	35 00
	10,100	473 8.5	407	.....	50	109	103	145	263	1	18	460	2	6	55 00	33 99

Statistical Report, by Districts, for the County of PASSAIC,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Ocean—Con. Summary.									
Plumstead.....		\$1,923 43	\$289 10	\$2,212 53	\$1,665 75	\$105 46	\$286 80	\$89 92	\$2,147 93
Jackson.....		3,632 82	38 00	3,670 82	3,157 09	220 96	11 00	181 88	3,570 93
Lakewood.....		3,547 46	21,252 97	24,800 43	2,301 00	130 23	8,134 89	349 36	10,915 48
Brick.....		6,384 83	845 69	7,230 52	4,419 99	221 97	747 75	254 23	5,643 94
Manchester.....		3,234 05	180 00	3,414 05	2,370 10	175 75	219 82	178 93	2,944 60
Dover.....		5,795 43	1,016 68	6,812 11	4,897 00	266 18	514 00	355 68	6,032 86
Berkeley.....		1,089 28	262 50	1,351 78	734 97	40 67	303 75	44 64	1,124 03
Lacey.....		1,805 89		1,805 89	1,385 00	65 64	20 00	38 75	1,509 39
Ocean.....		833 98	10 00	843 98	761 71	36 25	6 02	40 00	843 98
Union.....		1,460 89	151 86	1,612 75	1,343 50	84 42	113 87	32 97	1,574 76
Stafford.....		1,188 34		1,188 34	1,055 00	48 00		85 34	1,188 34
Eagleswood.....		1,817 16	120 00	1,937 16	1,298 00	65 93	108 57	141 06	1,613 56
Little Egg Harbor.....		4,447 38	655 00	5,102 38	2,677 23	172 71	635 93	232 98	3,718 85
		37,160 94	24,821 80	61,982 74	28,066 34	1,634 17	11,102 40	2,025 74	42,828 65
PASSAIC.									
ACQUACKANONK.									
S. Acquackanonk.....	1	535 80	110 14	645 94	500 00	34 90	31 85	12 75	579 50
Centreville.....	2	1,149 75	617 15	1,766 90	1,000 00	63 95		215 10	1,279 05
Clifton.....	3	1,969 96	1,297 89	3,267 85	1,362 50	71 00	672 07	170 02	2,275 59
N. Acquackanonk.....	4	555 27	406 60	961 87	435 00	31 25	380 31	107 46	954 02
Albion Place.....	38	508 00	393 04	901 04	480 00	41 20	40 25	320 05	881 50
Athenia.....	39	670 67	785 47	1,456 14	448 50	47 78	514 49	76 29	1,087 06
		5,389 45	3,610 29	8,999 74	4,226 00	290 08	1,638 97	901 67	7,056 72
Passaic.....	5	22,340 00	11,057 51	33,397 51	21,331 53	1,455 07	6,667 23	3,944 33	33,398 16
LITTLE FALLS.									
Little Falls.....	6	559 39	362 72	922 11	550 00	29 00	25 90	10 00	614 90
Southwest.....	7	1,181 42	555 11	1,736 53	1,100 00	61 75		428 25	1,590 00
Passaic Valley.....	8	990 63	48 93	1,039 56	935 00	24 75	8 65	12 50	980 90
		2,731 44	966 76	3,698 20	2,585 00	115 50	34 55	450 75	3,185 80
MANCHESTER.									
Totowa.....	9	430 30	888 65	1,318 95	400 00	28 50	290 00	30 45	748 95
Hawthorne.....	10	575 00	1,239 81	1,814 81	527 50	29 05	912 15	46 98	1,515 68
Goffle.....	11	572 14	186 00	758 14	400 00	30 90	154 10	36 07	621 07
Upper Haledon.....	12	675 00	207 31	882 31	650 00	28 25	40 25	67 96	786 46
Haledon Village.....	36	2,401 68	1,572 28	3,973 96	1,800 00	2 00	8 98	103 61	1,914 59
Prospect Park.....	40	656 71	525 00	1,181 71	650 00	61 90	132 00	279 65	1,123 55
		5,310 83	4,619 05	9,929 88	4,427 50	180 60	1,537 48	564 72	6,710 30

State of New Jersey, for the School Year ending August 31, 1892.

	Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
					Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
.....		\$5,300	326	8.7	290	.....	36	46	64	144	129	1	17	332	3	12	\$39 81	\$35 00
.....		7,350	539	8.7	469	.....	122	104	121	222	250	.....	18	511	5	5	34 88	36 10
.....		31,600	369	9	278	.....	78	82	56	62	177	25	48	271	6	6	.....	40 91
.....		21,100	736	9	607	.....	85	171	134	217	338	.....	.....	736	8	3	50 34	29 44
.....		7,600	323	8.1	239	.....	123	48	39	29	155	1	32	329	.....	.....	.....	37 41
.....		12,000	792	8.9	643	.....	186	126	116	193	401	9	115	728	8	4	45 58	34 16
.....		1,900	162	9	124	.....	3	49	44	28	65	10	15	130	2	1	40 83	.....
.....		3,000	197	8.7	149	.....	11	19	53	66	81	.....	19	170	3	1	43 33	30 00
.....		1,200	142	8.5	117	.....	18	26	19	54	77	3	36	103	1	3	30 00	26 00
.....		2,800	234	9	225	.....	20	61	57	87	123	7	56	230	12	12	83 50	32 75
.....		3,700	261	9	194	.....	27	71	57	39	116	.....	4	184	12	12	45 00	30 00
.....		5,600	212	7.8	232	.....	18	39	68	97	111	.....	34	304	3	3	40 50	30 14
.....		10,100	473	8.5	407	.....	50	109	103	145	263	1	18	460	12	6	55 00	33 99
		113,250	4,821	8.7	3,964	22	677	951	931	1383	2,286	57	412	4,488	38	43	46 06	34 43
1		3,000	72	10	40	.....	8	17	6	9	22	.....	26	40	.....	1	.....	50 00
2		3,000	142	10	87	6	30	14	14	23	55	17	27	130	1	1	60 00	40 00
3		6,000	227	10	118	.....	38	18	17	45	61	19	50	120	3	3	.....	46 67
4		4,000	72	10	45	.....	26	5	3	11	28	.....	.....	40	.....	1	.....	43 50
38		4,900	87	10	68	3	32	15	3	15	51	2	25	54	.....	1	.....	48 00
39		5,000	105	10	67	30	9	3	4	21	40	10	21	70	.....	1	.....	46 00
		25,900	705	10	425	39	143	72	47	124	257	48	149	454	1	8	60 00	45 94
5		106,000	3,277	9	2,045	.....	760	1004	201	80	1,422	468	735	1,760	1	43	122 00	42 12
6		2,000	132	10	59	22	10	12	6	9	26	.....	3	80	1	.....	55 00	.....
7		5,000	180	10	165	.....	74	32	19	40	103	5	48	120	1	1	75 00	35 00
8		3,000	173	11	55	14	20	6	10	5	35	56	50	50	1	.....	90 00	.....
		10,000	485	10.3	279	36	104	50	35	54	164	61	101	250	3	1	73 33	35 00
9		2,500	93	10	60	23	8	7	12	10	32	1	16	42	.....	1	.....	40 00
10		4,000	94	10.5	57	2	23	7	14	11	35	6	27	60	1	.....	60 00	.....
11		1,475	95	10	70	15	6	5	13	31	26	5	3	56	.....	1	.....	40 00
12		2,000	96	10	77	.....	15	14	21	27	27	2	8	58	1	.....	65 00	.....
36		7,000	325	10	229	.....	49	38	52	90	109	18	125	140	1	2	95 00	42 50
40		5,000	173	10.2	106	4	35	13	17	37	59	15	72	72	1	.....	65 00	.....
		21,975	876	10.1	599	44	136	84	129	206	288	47	251	428	4	4	71 25	41 25

Statistical Report, by Districts, for the County of PASSAIC,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for Incidentals.	Total amount expended.
Passaic—Con.									
WAYNE.									
Franklin	13	\$832 50	\$456 41	\$1,288 91	\$832 50	\$37 25	\$399 16	\$20 00	\$1,288 91
Jefferson	14	456 12	308 90	765 02	450 00	25 35	10 33	5 00	490 68
Preakness.....	15	653 53	19 29	672 82	555 00	30 00	.....	21 55	606 55
Washington.....	16	594 80	227 49	822 29	550 00	.....	.....	32 71	582 71
Lafayette	17	568 21	149 81	718 02	550 00	20 87	61 00	16 23	648 10
		3,105 16	1,161 90	4,267 06	2,937 50	113 47	470 49	95 49	3,616 95
POMPTON.									
Pompton Church...	18	430 30	50 28	480 58	430 00	15 50	.....	19 30	464 80
Wanaque	19	375 00	28 13	403 13	350 00	9 20	.....	17 10	376 30
Midvale	37	387 27	.....	387 27	400 00	14 00	5 00	2 50	421 50
Stonetown.....	20	375 00	13 51	388 51	350 00	.....	14 85	23 66	388 51
Boardville.....	21	375 00	.....	375 00	333 00	24 65	7 55	9 80	375 00
Ringwood.....	22	645 45	223 25	868 70	600 00	26 51	236 47	4 72	867 70
Bloomington.....	23	1,445 81	370 01	1,815 82	1,301 39	104 25	370 01	40 17	1,815 82
		4,033 83	685 18	4,719 01	3,764 39	194 11	633 88	117 25	4,709 63
WEST MILFORD									
Charlotteburg.....	24	309 68	.....	309 68	285 00	.....	.....	1 90	286 90
Lower Macopin.....	25	582 17	235 64	817 81	573 00	10 50	20 00	.....	603 50
Upper Macopin.....	26	382 96	3 45	386 41	344 35	10 65	.....	20 00	375 00
Postville	27	375 00	20 75	395 75	350 00	12 00	.....	10 00	372 00
West Milford.....	28	438 91	.....	438 91	405 16	20 00	1 00	12 75	438 91
Hewitt	29	375 00	.....	375 00	345 19	17 78	.....	12 03	375 00
Greenwood	30	375 00	28 18	403 18	348 50	8 00	4 84	15 98	377 32
Newfoundland	31	382 96	73	383 69	366 69	17 00	.....	.....	383 69
Clinton	32	275 00	.....	275 00	245 00	18 00	8 00	4 00	275 00
Oak Ridge.....	33	375 00	39 73	414 73	375 00	19 25	.....	20 00	414 25
Stockholm	34	375 00	1 31	376 31	330 00	23 00	.....	19 98	372 98
		4,246 68	329 79	4,576 47	3,967 89	156 18	33 84	116 64	4,274 55
Paterson	35	107,079 80	8,790 80	115,870 60	101,713 40	3,378 93	56,035 30	51,002 31	212,129 94
Summary.									
Acquackanonk		5,389 45	3,610 29	8,999 74	4,226 00	290 08	1,638 97	901 67	7,056 72
Passaic.....		22,340 00	11,057 51	33,397 51	21,331 53	1,455 07	6,667 23	3,944 33	33,398 16
Little Falls.....		2,731 44	966 76	3,698 20	2,585 00	115 50	34 55	450 75	3,185 80
Manchester.....		5,310 83	4,619 05	9,929 88	4,427 50	180 60	1,537 48	564 72	6,710 30
Wayne		3,105 16	1,161 90	4,267 06	2,937 50	113 47	470 49	95 49	3,616 95
Pompton		4,033 83	685 18	4,719 01	3,764 39	194 11	633 88	117 25	4,709 63
West Milford		4,246 68	329 79	4,576 47	3,967 89	156 18	33 84	116 64	4,274 55
Paterson		107,079 80	8,791 45	115,871 25	101,713 40	3,378 93	56,035 30	51,002 31	212,129 94
		154,237 19	31,221 93	186,459 12	144,953 21	5,883 94	67,051 74	57,193 16	275,082 05

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
13	\$3,000	122	10	100	.....	16	27	18	39	51	3	34	78	1	1	\$60 00	\$25 00
14	1,000	100	10	51	.....	11	6	11	23	23	.....	.....	60	.....	.....	.....	45 00
15	2,000	99	10	58	.....	12	15	11	20	30	2	19	90	1	.....	55 00	.....
16	1,000	106	10	75	.....	35	16	6	18	46	.....	30	52	.....	1	.....	55 00
17	1,000	85	10	78	.....	10	17	22	29	36	5	18	60	.....	1	.....	55 00
	8,000	512	10	362	.....	84	81	68	129	186	10	101	340	2	4	57 50	45 00
18	500	103	10	70	14	12	9	11	24	36	17	28	30	.....	1	.....	43 00
19	500	76	10	48	.....	6	13	10	19	22	.....	19	30	.....	1	.....	35 00
37	1,000	58	10	50	2	9	16	8	15	24	.....	12	48	.....	1	.....	40 00
20	500	45	10	32	1	6	5	4	16	17	1	17	40	.....	1	.....	35 00
21	500	85	9	46	.....	3	15	6	22	20	.....	22	40	1	.....	38 00	.....
22	1,500	120	10	96	.....	19	20	17	40	47	.....	.....	70	1	.....	60 00	.....
23	5,500	356	10	222	.....	55	41	20	106	119	34	115	75	1	2	65 00	32 50
	10,000	843	9.8	564	17	110	119	76	242	285	52	213	433	3	6	54 33	36 33
24	500	31	9	27	.....	20	3	2	2	16	.....	6	32	.....	1	.....	30 00
25	500	136	9.5	90	.....	18	10	17	45	41	.....	38	54	1	.....	60 00	.....
26	400	83	9.5	71	.....	7	16	48	22	20	.....	20	40	.....	1	.....	35 00
27	400	44	10	44	.....	3	8	21	12	20	.....	2	32	.....	1	.....	35 00
28	1,500	105	10	78	.....	13	12	6	47	32	1	22	80	.....	1	.....	40 51
29	2,000	47	10	31	.....	3	10	8	10	15	.....	16	40	1	.....	35 00	.....
30	400	37	10	32	6	5	1	13	7	19	.....	6	24	.....	1	.....	34 00
31	1,700	82	9	81	.....	1	25	28	27	40	.....	7	85	1	.....	40 74	.....
32	800	28	9	35	.....	8	8	9	10	15	.....	.....	40	.....	1	.....	27 22
33	1,000	47	9	38	.....	8	14	8	8	15	.....	19	36	1	.....	41 67	.....
34	1,000	45	9	24	.....	4	4	8	8	12	.....	5	40	.....	1	.....	36 66
	10,200	685	9.4	551	6	83	102	136	224	247	1	141	503	4	7	44 35	34 05
35	475,806	21,801	10	12,915	1693	3,797	2091	1841	3493	9,500	2,989	6,814	11,000	20	210	130 00	50 00
.....	25,900	705	10	425	39	143	72	47	124	257	48	149	454	1	8	60 00	45 94
.....	106,000	3,277	9	2,045	.....	760	1004	201	80	1,422	468	735	1,760	1	43	122 00	42 12
.....	10,000	485	10.3	279	36	104	50	35	54	164	61	101	250	3	1	73 33	35 00
.....	21,975	876	10.1	599	44	136	84	129	206	288	47	251	428	4	4	71 25	41 25
.....	8,000	512	10	362	.....	84	81	68	129	186	10	101	340	2	4	57 50	45 00
.....	10,000	843	9.8	564	17	110	119	76	242	285	52	213	433	3	6	54 33	36 33
.....	10,200	685	9.4	551	6	83	102	136	224	247	1	141	503	4	7	44 35	34 05
.....	475,806	21,801	10	12,915	1693	3,797	2091	1841	3493	9,500	2,989	6,814	11,000	20	210	130 00	50 00
	667,881	29,184	9.8	17,740	1835	5,217	3603	2533	4552	12,349	3,676	8,505	15,168	38	233	98 47	47 75

Statistical Report, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
SALEM.									
City of Salem.....	1	\$24,573 77	\$5,880 00	\$30,453 77	\$10,725 00	\$528 42	\$10,592 10	\$1,781 62	\$23,627 14
ELSINBORO.									
Union.....	2	832 37		832 37	462 25	27 98	12 00	43 64	545 87
Elsinboro.....	3	643 31		643 31	492 50	19 20	4 20	25 50	541 40
Independent.....	40	560 30		560 30	315 00	17 50		20 24	352 74
		2,035 98		2,035 98	1,269 75	64 68	16 20	89 38	1,440 01
LOWER ALLO- WAYS CREEK.									
Franklin.....	4	854 77	172 37	1,027 10	585 00	32 71	179 87	4 90	802 48
Harnersville.....	6	361 51		361 51	275 00			2 10	277 10
Canton.....	7	596 42		596 42	425 00	47 32		13 60	485 92
Friendship.....	8	495 07		495 07	335 00	19 57	7 50	21 90	383 97
Cross Roads.....	9	711 93		711 93	343 00	18 64	7 50	1 50	370 64
		3,019 66	172 37	3,192 03	1,963 00	118 24	194 87	44 00	2,320 11
L. PENN'S NECK.									
Harrisonville.....	10	798 78		798 78	507 50	50 00	30 00	27 12	614 62
Finr's Point.....	11	656 92		656 92	384 00	23 85		31 45	439 30
Centre.....	12	385 61		385 61	330 00	15 45		14 65	360 10
Pennsville.....	13	1,265 86		1,265 86	700 00	61 01		55 32	816 33
Church.....	14	686 51		686 51	350 00	22 17		26 35	398 52
		3,793 68		3,793 68	2,271 50	172 48	30 00	154 89	2,628 87
MANNINGTON.									
Claysville.....	15	1,633 38		1,633 38	620 00	52 60	50 00	46 37	768 97
Wyncoop.....	16	576 96		576 96	285 00	16 50		26 47	327 97
Red School.....	17	834 22		834 22	405 00	24 38		43 00	472 38
Haines' Neck.....	18	1,074 70	917 56	1,992 26	525 00	29 47	947 83	73 19	1,575 49
Halltown.....	19	359 61		359 61	265 00	23 64		26 25	314 89
Concord.....	20	420 53		420 53	260 00	15 75		14 89	290 64
Compromise.....	21	773 05		773 05	459 50	25 76		36 77	522 03
Mount Zion.....	23	635 74	33 17	668 91	380 00	22 77		27 50	430 27
		6,308 19	950 73	7,258 92	3,199 50	210 87	997 83	294 44	4,702 64
PILESGROVE.									
Laurel Hill.....	24	582 21		582 21	285 00	17 00		17 79	319 79
Sharptown.....	25	758 48	292 00	1,050 48	542 50	30 00	45 31	55 55	673 36
Woodstown.....	26	3,785 07		3,785 07	3,350 00	106 00	86 79	193 36	3,736 15
Mount Airy.....	27	428 77		428 77	308 75	14 55		2 60	325 90
Friendship.....	28	590 63		590 63	292 50	15 97		22 47	330 94
Union Grove.....	29	354 98		354 98	285 00	27 25	24 31	16 26	352 82
Morgan.....	30	393 03		393 03	360 00	19 33		10 35	389 68
Yorketown.....	31	513 56		513 56	332 50	17 05	16 75	30 75	397 05
		7,403 73	292 00	7,695 73	5,756 25	247 15	173 16	349 13	6,525 68

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
1	\$53,500	1,462	10	1,061	72	512	154	106	217	778	112	384	1,320	3	21	\$70 00	\$38 33.
2	1,500	63	9.7	56	.....	7	18	10	21	29	2	1	60	.....	12	.....	28 83
3	1,500	63	10	60	.....	2	12	13	27	23	.....	1	70	.....	12	.....	30 00
40	800	42	9	31	.....	18	9	3	1	20	.....	.....	32	.....	1	.....	35 00
	3,800	168	9.5	147	.....	33	39	26	49	72	2	1	162	.....	5	.....	30 53
4	2,500	98	9	84	.....	36	20	17	11	52	.....	.....	78	.....	2	.....	32 50
6	1,000	42	9	47	.....	3	13	15	16	26	2	.....	50	.....	1	.....	30 55
7	1,200	72	9	77	.....	32	5	18	22	39	.....	.....	50	.....	2	.....	27 50
8	800	38	9	29	.....	3	9	7	10	12	.....	.....	48	.....	1	.....	37 22
9	800	30	9.5	33	.....	1	4	7	21	14	.....	.....	32	.....	1	.....	36 15
	6,300	280	9.1	270	.....	75	51	64	80	143	2	.....	258	.....	7	.....	32 00
10	1,200	83	10.5	66	2	7	2	12	43	23	3	.....	60	.....	2	.....	30 00
11	2,000	52	9.5	43	.....	2	6	9	25	24	.....	3	52	.....	1	.....	40 42
12	1,200	52	9	44	.....	3	5	4	33	15	.....	.....	50	.....	1	.....	37 44
13	2,200	115	10.5	105	.....	34	28	18	25	41	1	.....	96	1	1	50 00	25 00
14	1,200	63	9.2	49	.....	14	8	12	15	25	3	.....	52	.....	1	.....	37 84
	7,800	365	9.7	307	2	60	49	55	141	128	7	3	310	1	6	50 00	33 45
15	1,200	05	10	75	.....	9	12	15	39	29	.....	.....	80	1	.....	62 00	.....
16	400	29	9.5	24	.....	5	8	2	9	13	.....	.....	24	.....	1	.....	30 00
17	2,000	77	9	55	.....	12	12	11	30	25	4	2	45	1	.....	45 00	.....
18	2,500	110	9.7	74	.....	8	18	15	33	37	.....	.....	78	.....	2	.....	27 50
19	1,200	45	9	36	.....	8	7	13	8	15	.....	.....	60	.....	1	.....	30 00
20	800	33	9	20	.....	2	10	3	5	11	.....	.....	32	.....	1	.....	28 88
21	1,800	74	9.5	41	.....	6	6	9	20	22	.....	3	54	.....	1	.....	50 00
23	250	62	9.5	51	.....	.....	5	12	34	17	.....	.....	54	1	.....	40 00	.....
	10,150	535	9.4	376	.....	40	78	80	178	169	4	5	427	3	6	49 00	32 31
24	800	55	9.5	59	.....	2	5	14	38	20	4	4	40	.....	1	.....	30 00
25	5,000	85	9.5	73	.....	6	9	17	41	30	2	7	154	.....	2	.....	43 40
26	10,000	474	10	364	4	63	82	73	142	207	59	44	373	.....	7	.....	48 00
27	600	52	9.5	30	.....	4	10	8	8	17	13	7	36	.....	1	.....	32 42
28	1,200	35	9.7	25	.....	8	7	3	7	15	5	3	36	.....	1	.....	30 00
29	1,000	32	9.5	37	.....	4	9	7	17	19	.....	4	40	.....	1	.....	30 00
30	1,500	57	9	52	.....	16	12	9	15	31	.....	4	75	.....	1	.....	40 00
31	700	65	9.5	61	.....	1	2	6	52	16	.....	6	50	1	.....	35 00	.....
	20,800	855	9.5	701	4	104	136	137	320	355	83	79	804	1	14	35 00	41 71

Statistical Report, by Districts, for the County of SALEM,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.							
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Salem—Con.									
ALLOWAY.									
Horse Branch.....	32	\$789 51	.....	\$789 51	\$399 99	\$23 20	.....	\$33 58	\$456 77
Friesburg.....	33	478 67	\$107 20	585 96	335 00	22 55	\$33 48	21 48	412 51
Franklin.....	34	634 69	.....	634 69	325 00	34 50	.....	30 40	389 90
Washington.....	35	711 23	.....	711 23	344 98	23 58	.....	37 31	405 87
Alloway.....	37	1,646 75	64 00	1,710 75	1,150 00	50 68	64 00	61 55	1,326 23
Pentonville.....	38	677 03	.....	677 03	360 00	32 02	.....	17 95	409 97
Fisher.....	39	650 98	.....	650 98	375 00	16 78	.....	29 85	421 63
		5,588 86	171 29	5,760 15	3,289 97	203 31	97 48	232 12	3,822 88
QUINTON.									
Harmony.....	41	1,000 28	.....	1,000 28	550 00	24 66	37 05	20 00	626 71
Union.....	42	386 23	.....	386 23	225 00	10 17	.....	20 00	255 17
Quinton.....	43	1,526 94	.....	1,526 94	900 00	67 23	44 20	20 00	1,031 43
		2,913 45	.....	2,913 45	1,675 00	102 06	76 25	60 00	1,913 31
OLDMANS.									
Auburn.....	44	834 91	514 06	1,348 97	740 00	38 06	495 19	28 71	1,301 96
Pedricktown.....	45	1,339 93	.....	1,339 93	842 50	39 70	.....	52 25	934 45
Literary.....	46	430 26	.....	430 26	330 00	25 22	.....	27 50	382 72
Brick.....	47	609 72	95 00	704 72	340 00	33 33	173 96	27 50	574 79
Perkintown.....	53	430 44	34 00	464 44	280 00	26 47	25 00	19 60	351 07
		3,645 26	643 06	4,288 32	2,532 50	162 78	694 15	155 56	3,544 99
UPPER PENN'S NECK.									
Central.....	48	825 57	.....	825 57	575 00	16 48	10 50	38 30	640 28
Cove.....	49	804 10	.....	804 10	378 75	15 64	13 00	28 10	435 49
Wright.....	50	477 93	.....	477 93	360 00	15 99	.....	14 75	390 74
Wiley.....	51	734 31	.....	734 31	474 60	21 70	8 35	21 57	526 22
Pennsgrove.....	52	2,255 53	.....	2,255 53	2,203 75	21 18	.....	30 00	2,254 93
		5,097 44	.....	5,097 44	3,992 10	90 99	31 85	132 72	4,247 66
UPPER PITTS GROVE.									
Whig Lane.....	54	436 25	.....	436 25	325 00	11 05	5 25	11 90	353 20
Centre Union.....	55	441 64	.....	441 64	353 00	24 72	11 65	31 98	421 35
Independence.....	56	827 61	.....	827 61	500 00	.....	2 40	36 20	538 60
Washington.....	57	345 41	151 68	497 09	270 00	20 69	100 00	15 79	406 48
Jefferson.....	58	561 75	75 00	636 75	350 00	28 70	37 33	19 83	435 88
Friendship.....	59	496 98	25 00	521 98	382 00	25 03	10 00	16 39	433 42
New Freedom.....	60	296 87	.....	296 87	252 00	12 75	7 50	5 76	278 01
Walnut Grove.....	61	399 78	.....	399 78	280 00	15 30	.....	20 00	315 30
Monroeville.....	62	840 06	.....	840 06	520 00	20 43	.....	26 79	567 22
Union.....	63	313 90	.....	313 90	225 00	21 66	.....	18 44	265 10
		4,960 25	251 68	5,211 93	3,457 00	180 33	174 15	203 08	4,014 56

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
32	\$1,000	70 9		60	.....	15	8	12	25	30	.....	11	60	.....	1	.....	\$44 44
33	1,600	66 9		64	.....	6	17	18	23	36	.....	.....	56	.....	1	.....	37 22
34	900	58 9		59	.....	.....	22	14	23	31	.....	1	52	.....	1	.....	36 12
35	900	55 9		53	.....	11	8	13	21	24	.....	.....	50	.....	1	.....	38 33
37	2,000	162 10		142	.....	20	30	31	61	71	.....	2	9	126	1	1	50 00
38	500	59 9		36	.....	9	10	8	9	16	.....	2	14	50	1	1	40 00
39	600	47 10		43	.....	6	11	9	17	26	.....	.....	8	40	1	.....	.....
	7,500	517 9.3		457	.....	67	106	105	179	234	5	44	434	2	6	51 25	41 02
41	800	62 10		60	.....	2	10	16	32	20	.....	9	56	1	.....	55 00	.....
42	200	20 9		21	.....	.....	3	6	5	11	.....	2	30	.....	1	.....	25 00
43	2,500	179 10		145	.....	20	39	29	57	97	3	20	116	1	1	50 00	40 00
	3,500	261 9.6		226	.....	29	52	51	94	128	4	31	202	2	2	52 50	32 50
44	3,000	121 10		122	.....	24	39	37	22	67	.....	7	112	1	1	50 00	30 00
45	3,000	162 10		140	.....	23	38	32	47	88	.....	29	150	1	1	55 00	30 00
46	1,000	42 10		35	.....	20	7	3	5	20	.....	1	50	.....	1	.....	33 00
47	1,000	45 9		52	.....	1	3	15	33	21	.....	2	54	.....	1	.....	37 77
53	1,200	30 9		30	.....	8	5	10	7	16	.....	.....	48	.....	1	.....	31 11
	9,200	400 9.6		379	.....	76	92	97	114	212	5	50	414	2	5	52 50	32 38
48	1,000	73 10		62	.....	.....	30	21	11	26	.....	1	70	1	1	50 00	20 00
49	1,500	70 10.2		54	.....	15	11	10	16	31	.....	6	56	.....	1	.....	36 95
50	700	70 9		58	.....	7	8	6	37	25	.....	1	56	1	.....	40 00	.....
51	1,000	64 10		59	.....	12	10	16	12	31	.....	.....	56	1	.....	47 46	.....
52	6,500	331 10		297	.....	94	80	44	78	183	.....	.....	300	1	4	75 00	37 00
	10,700	608 9.8		530	.....	128	139	97	154	296	.....	8	538	4	6	53 11	34 16
54	800	48 9		42	.....	3	10	9	20	23	.....	.....	50	.....	1	.....	36 11
55	1,500	61 10		60	.....	10	8	5	14	29	.....	.....	50	.....	1	.....	35 50
56	1,500	69 10		58	.....	18	16	14	10	31	.....	1	72	.....	1	.....	50 00
57	500	34 9		33	.....	12	.....	12	9	15	.....	.....	44	.....	1	.....	30 00
58	700	49 10		35	.....	9	10	12	6	21	.....	.....	50	.....	1	.....	35 00
59	1,000	60 9		51	.....	18	9	9	15	28	.....	1	60	.....	1	.....	40 00
60	300	22 9		20	.....	4	5	4	7	9	.....	.....	35	.....	1	.....	28 00
61	800	43 9		28	.....	10	5	7	6	15	.....	.....	40	.....	1	.....	31 12
62	1,600	78 10		73	.....	12	17	13	31	37	.....	.....	72	.....	1	.....	52 00
63	700	17 9		16	.....	3	3	6	4	8	.....	.....	32	.....	1	.....	25 00
	9,400	481 9.4		416	31	99	83	81	122	1	2	505	10	36 17

Statistical Report, by Districts, for the County of SOMERSET,

		FINANCIAL STATEMENT.								
TOWNSHIPS AND DISTRICTS.		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Salem—Con.										
W PITTS GROVE.										
Elmer.....	64	\$1,986 65	\$843 35	\$2,830 00	\$1,650 00	\$175 22	\$607 70	\$197 77	\$2,630 69	
Greenville.....	65	568 80		568 80	333 00	12 00		40 55	385 55	
Centreton.....	66	441 04	70 00	514 04	315 00	22 50	76 27	52 87	466 64	
Upper Neck.....	67	663 01		663 01	330 00	22 00		35 39	387 39	
Lower Neck.....	68	1,056 26		1,056 26	650 00	48 50	27 20	24 77	750 47	
Charity.....	69	580 95		580 95	280 00	35 37		30 05	345 42	
Good Hope.....	70	631 99		631 99	392 00	20 77	40 67	26 15	479 59	
Alliance Pioneer...	71	1,157 59	235 00	1,392 59	572 54	58 20	564 17	40 96	1,235 87	
		7,089 29	1,148 35	8,237 64	4,522 54	394 56	1,316 01	448 51	6,681 62	
Summary.										
City of Salem.....		24,573 77	5,880 00	30,453 77	10,725 00	528 42	10,592 10	1,781 62	23,627 14	
Elsinboro.....		2,035 98		2,035 98	1,269 75	64 68	16 20	89 38	1,440 01	
L. Alloways Creek.....		3,019 66	172 37	3,192 03	1,963 00	118 24	194 87	41 00	2,320 11	
L. Penn's Neck.....		3,793 68		3,793 68	2,271 50	172 48	30 00	154 89	2,628 87	
Mannington.....		6,308 19	950 73	7,258 92	3,199 50	210 87	997 83	294 44	4,702 64	
Pilesgrove.....		7,406 73	292 00	7,698 73	5,756 25	247 15	173 16	349 13	6,525 69	
Alloway.....		5,588 86	171 29	5,760 15	3,289 97	203 31	97 48	232 12	3,822 88	
Quinton.....		2,913 45		2,913 45	1,675 00	102 06	76 25	60 00	1,913 31	
Oldmans.....		3,645 26	643 06	4,288 32	2,532 50	162 78	694 15	155 56	3,544 99	
Up. Penn's Neck.....		5,097 44		5,097 44	3,992 10	90 99	31 85	132 72	4,247 66	
Upper Pittsgrove.....		4,960 25	251 68	5,211 93	3,457 00	180 33	174 15	203 08	4,014 56	
Pittsgrove.....		7,089 29	1,148 35	8,237 64	4,522 54	394 56	1,316 01	448 51	6,681 62	
		76,432 56	9,509 48	85,942 04	44,654 11	2,475 87	14,394 05	3,945 45	65,469 48	
SOMERSET.										
BEDMINSTER.										
Peapack.....	1	541 83		541 83	495 91	25 92		20 00	541 83	
Union Grove.....	2	376 34		376 34	343 50	10 15		20 00	373 65	
Bedminster.....	4	500 37		500 37	425 00	22 71		20 10	467 81	
Cross Roads.....	5	375 00		375 00	315 00	32 93		20 00	367 93	
Foot of Lane.....	6	388 57		388 57	332 49	19 80		18 24	370 53	
Pottersville.....	7	490 87		490 87	400 00	31 07		20 00	451 07	
Lamington.....	8	320 03		320 03	277 50	18 47		10 86	306 83	
Pluckamin.....	9	503 78		503 78	475 00	16 33		20 00	511 33	
Burnt Mills.....	10	411 41		411 41	300 00	15 52		20 00	335 52	
		3,908 23		3,908 23	3,364 40	192 90		169 20	3,726 50	
BERNARDS.										
Bernardsville.....	11	957 19		957 19	750 00	54 96	23 60	26 88	855 44	
Basking Ridge.....	12	1,077 76	33 75	1,111 51	900 00	32 18	22 91	95 38	1,050 47	
Mine Mount.....	13	498 66		498 66	355 25	30 04		19 45	404 74	
Mine Brook.....	14	504 68		504 68	350 00	32 02	48 75	20 00	450 77	
Franklin.....	15	375 00	11 62	386 62	270 00	37 16		20 00	327 16	
Mount Prospect.....	16	375 00		375 00	338 50	16 50		20 00	375 00	
Liberty Corner.....	17	471 85		471 85	436 00	15 85		20 00	471 85	
Pleasant Valley.....	18	449 52		449 52	300 00	29 67	8 00	20 00	357 67	
		4,709 66	45 37	4,755 03	3,699 75	248 38	103 26	241 71	4,293 10	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.						Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.							
64	\$9,000	292 10		233	2	51	46	40	94	133	1	68	256			\$41 25
65	1,200	51 9		52		13	11	13	5	28		3	52			37 00
66	1,800	49 9		49		9	11	9	20	26		4	68	1	\$35 00	
67	1,000	57 9		46		2	9	11	24	19		9	52			36 66
68	1,500	117 9		120		12	20	28	70	46		23	100	1	45 00	35 00
69	1,500	51 9		41		1	9	3	28	15		9	60			35 00
70	1,000	51 9		39		5	8	5	21	14		12	40			40 00
71	1,700	199 9		143		15	17	41	70	62	32	9	100	2		46 50
.....	18,700	867 9.1		723	2	108	131	150	332	343	33	137	728	2	40 00	40 15
.....	53,500	1,462 10		1,061	72	512	154	106	217	778	112	384	1,320	3	70 00	38 33
.....	3,800	168 9.5		147		33	39	26	49	72		1	162			30 53
.....	6,800	280 9.1		270		75	51	64	80	143			258			32 00
.....	7,800	365 9.7		307	2	60	49	55	141	128		3	310	1	50 00	33 45
.....	10,150	535 9.4		376		40	78	80	178	169		4	427	3	49 00	32 31
.....	20,800	855 9.5		701	4	104	136	137	320	355	83	79	804	1	35 00	41 71
.....	7,500	517 9.3		457		67	106	105	179	234	5	44	434	2	51 25	41 02
.....	3,500	261 9.6		226		29	52	51	94	128	4	31	202	2	52 50	32 50
.....	9,200	400 9.6		379		76	92	97	114	212	5	50	414	2	52 50	32 38
.....	10,700	608 9.8		530	12	128	139	97	154	296		8	538	4	53 11	34 16
.....	9,400	481 9.4		416	31	99	83	81	122	216	1	2	505			36 17
.....	18,700	867 9.1		723	2	108	131	150	332	343	33	137	728	2	40 00	40 15
.....	158,350	6,799 9.5		5,593	123	1,331	1110	1049	1980	3,074	258	744	6,102	20	52 35	36 78
1	1,200	83 10		73		20	22	7	24	38		1	80	1	50 00	50 00
2	600	51 10		46			3	2	41	24			50	1	34 35	
4	600	67 10		46		14	12	9	11	21	1		40	1	42 50	
5	900	51 10		48	3	5	8	6	26	24		6	32			31 50
6	600	47 10.5		29		9	8	5	7	13	1	5	36			32 62
7	1,000	69 10		58		8	10	15	25	28	1	14	68			40 00
8	600	28 9.2		26			3	6	17	10		5	46			30 00
9	1,200	69 10		42	1	7	6	10	18	21	8	23	72	1	47 50	
10	200	37 10		29		5	5	3	16	12	4	6	30			30 00
.....	6,900	502 9.9		397	4	68	77	63	185	191	15	60	454	4	43 59	35 69
11	3,000	112 10		92		24	10	22	36	45			100	1	75 00	
12	3,000	140 10		127		29	23	14	61	61		24	110	1	55 00	35 00
13	1,000	52 10		47		2	4	7	34	19		7	40			35 52
14	800	53 10		44	9	5	10	9	11	20	1	1	40			35 00
15	1,500	48 9		33			6	7	20	13		10	44			30 00
16	800	50 10		32	13	5	5	4	5	18		12	38			53 85
17	800	63 10		43		7	4	6	26	16		16	45	1	43 60	
18	1,000	43 9		32		20	3	3	6	18	3	6	38			33 33
.....	11,900	561 9.7		450	22	92	65	72	199	210	4	76	455	3	57 86	33 78

Statistical Report, by Districts, for the County of SOMERSET,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Somerset—Con.									
BRANCHBURG.									
North Branch.....	19	\$797 99	\$2 56	\$800 55	\$677 16	\$46 29	\$56 05	\$18 50	\$798 00
Cedar Grove.....	20	421 04		421 04	367 50	24 99	7 50	15 57	415 56
Harlan.....	21	375 00		375 00	333 50	21 50		20 00	375 00
South Branch.....	22	527 36	65 35	592 71	475 00	31 41	42 39	20 00	568 80
Fair View.....	23	522 67	8 57	531 24	410 00	19 85	26 00	20 00	475 85
		2,641 06	76 48	2,720 54	2,263 16	144 04	131 94	94 07	2,633 21
BRIDGEWATER.									
Washington Val...	24	465 70		465 70	400 00	34 03	14 68	14 05	462 76
Martinsville.....	25	632 09		632 09	549 79	38 84		20 00	608 63
Adamsville.....	26	449 53		449 53	369 10	25 63		20 00	414 73
Green Knoll.....	27	393 26		393 26	351 36	22 83		16 60	390 79
Somerville.....	28	7,871 46	4,560 45	12,431 91	6,955 00	412 00	821 04	1,011 56	9,199 60
Raritan.....	29	4,983 11	1,066 61	6,049 72	4,419 75	135 97	77 99	264 99	4,898 70
Bound Brook.....	31	2,768 65	784 08	3,552 73	2,715 50	95 44	51 43	118 51	2,980 88
		17,563 80	6,411 14	23,974 94	15,760 50	764 74	965 14	1,465 71	18,956 09
WARREN.									
South Sterling.....	32	285 08		285 08	255 03	17 00		13 05	285 08
Dead River.....	33	352 96		352 96	306 78	27 20		18 98	352 96
Mount Horeb.....	34	379 76		379 76	333 34	26 42		20 00	379 76
Warrenville.....	35	645 33	200 00	845 33	602 67	30 01	196 50	12 65	841 83
Springdale.....	35½	638 37		638 37	618 37			20 00	638 37
		2,301 50	200 00	2,501 50	2,116 19	100 63	196 50	84 68	2,498 00
NORTH PLAINFIELD.									
Washingtonville....	36	761 89	44 37	806 26	600 00	24 03	2 62	20 00	646 65
Green Brook.....	37	375 00	30 57	405 57	330 00	23 50	18 36	3 54	375 40
North Plainfield...	38	6,786 30	7,303 43	14,089 73	7,992 50	278 48	218 02	3,157 90	11,646 90
		7,923 19	7,378 37	15,301 56	8,922 50	326 01	239 00	3,181 44	12,668 95
HILLS- BOROUGH.									
Woodville.....	39	375 00		375 00	305 00	13 67		20 00	338 67
Harmony Plains...	40	375 00	66 30	441 30	375 00		19 52	20 00	414 52
New Centre.....	41	375 90		375 90	331 10	23 90		20 00	375 00
Liberty.....	42	388 59		388 59	349 04	19 55		20 00	388 59
Bloomington.....	43	375 00	11 16	386 16	336 00	18 00		21 00	375 00
Millstone.....	44	592 68		592 68	500 00	16 00	61 97	14 71	592 68
Hillsborough.....	45	375 10		375 10	350 00	5 03		19 97	375 00
Blackwell's.....	46	375 00		375 00	300 83	20 00		15 00	335 83
Pleasant View.....	47	529 63		529 63	437 50	23 69		19 50	480 69
Mountain.....	48	417 62		417 62	370 50	30 50		16 62	417 62
Flagtown.....	50	461 02	80 00	541 02	366 67	20 16	130 06	18 50	535 39
Neshanic.....	51	826 22		826 22	650 00	31 89	117 09	20 00	818 98
Montgomery.....	52	375 00	9 00	384 00	339 00	24 21		20 00	383 21
Clover Hill.....	53	375 00		375 00	333 34	21 66		20 00	375 00
		6,216 76	166 46	6,383 22	5,343 98	268 26	328 64	265 30	6,206 18

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
19	\$3,500	121	9.3	95	.....	60	9	11	15	52	1	24	83	.....	1	.....	\$74 00
20	400	54	9.5	45	.....	3	12	4	36	14	2	12	48	.....	1	.....	38 68
21	600	42	10	30	14	1	3	3	10	12	1	1	38	.....	1	.....	33 25
22	2,000	67	10.5	51	3	11	8	10	19	22	1	1	60	.....	1	.....	47 50
23	1,200	70	10.2	57	.....	8	12	9	28	27	2	11	54	.....	1	.....	40 00
24	7,700	354	9.9	278	17	83	33	37	108	127	7	56	283	.....	5	.....	46 69
25	800	56	10	47	.....	9	3	15	20	21	.....	1	50	.....	1	.....	40 00
26	1,200	93	10.5	79	2	15	10	16	36	36	1	2	60	.....	1	.....	52 18
27	800	47	10.5	29	3	7	7	11	1	12	3	14	50	.....	1	.....	35 14
28	1,000	49	10	39	.....	11	7	9	12	19	.....	16	30	.....	1	.....	35 14
29	20,500	957	10	661	165	194	91	73	138	432	48	254	602	12	11	\$95 00	45 00
30	12,000	719	10	247	5	97	45	29	71	153	188	202	335	4	4	110 00	55 49
31	12,000	438	10.5	316	10	92	66	40	108	181	19	159	300	2	3	69 00	40 00
32	48,800	2,359	10.2	1,418	185	425	229	193	386	854	259	648	1,430	6	22	91 33	45 43
33	1,200	38	9	21	.....	6	7	4	4	10	.....	11	44	.....	1	.....	28 34
34	800	32	9.6	26	.....	13	5	4	4	11	.....	.....	40	.....	1	.....	31 96
35	400	45	10	33	.....	10	12	6	5	24	.....	.....	36	.....	1	.....	33 34
35 1/2	1,000	101	10	72	.....	24	10	17	21	36	.....	32	60	.....	1	.....	60 27
36	800	81	10	48	7	13	8	8	12	32	.....	.....	50	.....	1	.....	61 84
37	4,200	297	9.7	200	7	66	42	39	46	113	1	43	230	.....	5	.....	43 15
38	800	97	10	47	.....	18	10	4	15	24	.....	14	60	1	.....	60 00	.....
39	600	47	10	35	17	6	6	2	4	27	.....	7	40	.....	1	.....	33 00
40	30,000	939	10	701	41	359	109	57	135	503	80	207	600	1	13	160 00	49 24
41	31,400	1,083	10	783	58	383	125	63	154	554	80	228	700	2	14	110 00	45 72
42	800	46	10	29	4	3	5	7	10	13	.....	.....	34	.....	1	.....	30 50
43	1,200	43	10	31	.....	7	4	6	14	14	4	11	32	.....	1	.....	37 50
44	800	52	10	29	.....	4	2	6	17	11	.....	6	40	.....	1	.....	33 11
45	800	60	10.5	48	7	.....	5	5	31	19	.....	14	40	.....	1	.....	33 24
46	600	46	10	35	1	6	5	7	16	14	.....	2	40	.....	1	.....	33 60
47	2,000	74	10	43	.....	13	14	6	10	26	1	17	75	.....	1	.....	50 00
48	800	47	10.5	34	.....	4	2	10	18	13	.....	15	34	.....	1	.....	33 34
49	800	45	9.5	23	.....	3	5	15	7	7	.....	2	28	.....	1	.....	31 66
50	1,200	55	10.5	40	2	16	10	9	3	24	.....	10	45	.....	1	.....	41 70
51	800	37	9.7	23	.....	5	5	1	12	21	.....	18	40	1	.....	38 00	.....
52	1,000	58	11	37	2	17	10	12	16	25	2	7	38	1	.....	33 33	.....
53	1,200	112	10	84	21	11	17	8	27	44	.....	20	60	.....	1	.....	65 00
54	800	46	10	45	8	12	17	2	6	22	.....	3	42	.....	1	.....	33 90
55	800	59	10	51	.....	4	10	15	22	21	.....	2	40	.....	1	.....	33 33
	13,100	779	10.1	572	45	102	109	99	217	260	9	125	588	2	12	35 66	38 07

Statistical Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Somerset—Con.									
MONTGOMERY.									
Harlingent.....	54	\$672 12	.....	\$672 12	\$525 00	\$33 10	\$13 35	\$16 75	\$588 20
Blawenburg.....	55	605 72	.....	605 72	473 42	35 00	50 00	20 00	578 42
Rocky Hill.....	56	729 37	.....	729 37	600 00	23 50	46 01	20 00	689 51
Riverside.....	57	375 77	\$30 06	405 83	336 21	15 34	34 28	20 00	405 83
Hollow.....	58	451 02	.....	454 02	383 25	25 00	.....	20 00	428 25
Plainville.....	59	375 00	200 00	575 00	290 00	47 63	200 00	20 00	557 63
		3,212 00	230 06	3,442 06	2,607 88	179 57	343 64	116 75	3,247 84
FRANKLIN.									
Clinton.....	60	639 80	.....	639 80	600 00	26 60	.....	9 10	635 70
Bloomington.....	61	805 21	.....	805 21	740 22	44 99	.....	20 00	805 21
Uniondale.....	62	396 42	.....	396 42	335 00	26 83	.....	19 95	381 78
Raritan River.....	63	387 22	.....	387 22	332 50	21 25	.....	17 56	371 31
Middlebush.....	65	640 28	200 00	840 28	540 00	43 85	175 52	18 93	778 30
South Middlebush.....	66	335 93	.....	335 93	243 75	10 00	.....	16 75	270 50
Pleasant Plains.....	67	359 33	.....	359 33	283 00	35 27	.....	20 00	338 27
Three Mile Run.....	68	517 66	.....	517 66	416 60	16 70	.....	20 00	453 30
Elm.....	69	802 70	150 00	952 70	550 00	18 04	189 37	20 50	777 91
Ten Mile Run.....	70	328 12	.....	328 12	270 00	10 89	.....	14 98	295 87
Up. Ten Mile Run.....	71	470 21	.....	470 21	335 00	16 75	.....	20 00	371 75
East Millstone.....	73	1,144 93	.....	1,144 93	1,082 68	42 25	.....	20 00	1,144 93
Weston.....	74	551 01	.....	551 01	358 00	23 77	.....	20 00	401 77
Griggstown.....	75	275 00	50 00	325 00	249 00	16 30	41 43	9 70	316 43
		7,653 82	400 00	8,053 82	6,335 75	353 49	406 32	247 47	7,343 03
Summary.									
Bedminster.....	.....	3,908 23	.....	3,908 23	3,364 40	192 90	.....	169 20	3,726 50
Bernards.....	.....	4,709 66	45 37	4,755 03	3,699 75	248 38	103 26	241 71	4,293 10
Branchburg.....	.....	2,644 06	76 48	2,720 54	2,263 16	144 04	131 94	94 07	2,633 21
Bridgewater.....	.....	17,563 80	6,411 14	23,974 94	15,760 50	764 74	965 14	1,465 71	18,956 09
Warren.....	.....	2,301 50	200 00	2,501 50	2,116 19	100 63	196 50	84 68	2,498 00
North Plainfield.....	.....	7,923 19	7,378 37	15,301 56	8,922 50	326 01	239 00	3,181 44	12,668 95
Hillsborough.....	.....	6,216 76	166 46	6,383 22	5,343 98	268 26	328 64	265 30	6,206 18
Montgomery.....	.....	3,212 00	230 06	3,442 06	2,607 88	179 57	343 64	116 75	3,247 84
Franklin.....	.....	7,653 82	400 00	8,053 82	6,335 75	353 49	406 32	247 47	7,343 03
		56,133 02	14,907 88	71,040 90	50,414 11	2,578 02	2,714 44	5,866 33	61,572 90
SUSSEX.									
MONTAGUE.									
River.....	1	275 00	.....	275 00	243 00	17 18	.....	7 65	267 83
Delaware.....	3	394 21	25 11	419 32	361 09	34 50	10 73	13 00	419 32
Church.....	4	476 70	.....	476 70	316 66	42 13	10 30	9 70	378 79
Clove.....	7	376 25	.....	376 25	344 50	11 75	.....	20 00	376 25
		1,522 16	25 11	1,547 27	1,265 25	105 56	21 03	50 35	1,442 19

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
54	\$1,200	95	10	70	.....	9	16	22	23	35	.....	.....	50	1	.....	\$52 50	.....
55	1,200	81	10	69	.....	16	10	9	32	34	.....	.....	50	.....	.....	.....	.....
56	1,000	102	10	69	27	12	13	6	11	40	3	44	54	1	.....	60 00	\$47 34
57	100	52	9	31	.....	8	9	8	8	16	.....	17	24	.....	.....	.....	37 36
58	400	54	10	45	.....	6	6	16	15	24	.....	.....	46	.....	1	.....	38 33
59	600	45	9	37	.....	3	8	12	14	13	.....	.....	40	.....	1	.....	32 22
60	4,500	429	9.6	321	29	54	62	73	103	162	3	64	264	2	4	56 25	38 81	
61	1,500	103	10	70	.....	14	28	10	18	44	6	18	50	1	.....	60 00	.....
62	2,000	108	10	87	8	18	18	14	29	48	1	24	70	.....	2	.....	37 01
63	500	68	10	41	14	4	1	4	18	20	1	14	40	.....	1	.....	33 50
64	200	27	10.5	16	.....	3	1	3	9	7	6	5	36	.....	1	.....	31 70
65	1,000	84	10	61	10	14	12	5	17	36	4	10	56	.....	1	.....	54 00
66	700	32	10	28	.....	1	5	5	17	10	2	11	24	.....	1	.....	25 00
67	600	29	9	21	.....	4	2	4	11	7	2	.....	30	.....	1	.....	31 45
68	1,000	64	10	51	.....	6	12	11	22	25	.....	.....	36	.....	1	.....	41 66
69	800	94	10.5	52	3	16	8	12	13	30	11	15	48	.....	1	.....	52 40
70	200	27	9.5	16	.....	7	4	2	3	9	1	11	24	.....	1	.....	28 42
71	600	43	10	31	.....	3	7	12	9	14	.....	7	35	.....	1	.....	33 50
72	2,500	173	10	124	1	35	26	23	39	70	10	34	140	1	1	68 27	40 00	
73	600	34	10	30	.....	1	3	11	15	11	.....	13	40	.....	1	.....	35 80
74	600	30	9	18	.....	.....	3	4	11	8	1	12	34	.....	1	.....	27 66
75	600	30	9	18	.....	.....	3	4	11	8	1	12	34	.....	1	.....	27 66
.....	12,800	916	9.9	646	36	126	130	123	231	339	45	174	663	2	14	64 14	36 30	
.....	6,900	502	9.9	397	4	68	77	63	185	191	15	60	454	4	6	43 59	35 69	
.....	11,900	561	9.7	450	22	92	65	72	199	210	4	76	455	3	6	57 86	33 78	
.....	7,700	354	9.9	278	17	83	33	37	108	127	7	56	283	.....	5	.....	46 69
.....	48,300	2,359	10.2	1,418	185	425	229	193	386	854	259	648	1,430	6	22	91 33	45 43	
.....	4,200	297	9.7	200	7	66	42	39	46	113	1	43	230	.....	5	.....	43 15
.....	31,400	1,083	10	783	58	383	125	63	154	554	80	228	700	2	14	110 00	45 72	
.....	13,100	779	10.1	572	45	102	109	99	217	260	3	64	588	2	4	35 66	38 07	
.....	4,500	429	9.6	321	29	54	62	73	103	162	9	125	264	2	12	56 25	38 81	
.....	12,800	916	9.9	646	36	126	130	123	231	339	45	174	663	2	14	64 14	36 30	
.....	140,800	7,280	9.9	5,065	403	1,399	872	762	1629	2,810	423	1,474	5,067	21	88	68 00	41 20	
1	1,200	28	9	20	.....	8	2	7	3	11	.....	5	56	.....	1	.....	27 00
3	2,500	60	9.1	59	.....	10	14	13	22	34	.....	3	58	1	.....	40 00	.....
4	500	45	9.5	34	.....	4	12	6	12	17	.....	2	40	1	.....	33 33	.....
7	1,400	61	10	55	1	17	7	6	24	30	2	13	50	.....	1	.....	35 00
.....	5,600	194	9.4	168	1	39	35	32	61	92	2	23	204	2	2	36 67	31 00	

Statistical Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel. ¹	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Sussex—Con.									
SANDYSTON.									
Union.....	9	\$375 45		\$375 45	\$336 00	\$21 00		\$17 12	\$374 12
Peters Valley.....	10	475 85		475 85	300 00	23 80		20 00	343 80
Centerville.....	11	297 00		297 00	297 00				297 00
Hainesville.....	12	378 64		378 64	350 00	16 25		12 29	378 54
Tuttle's Corner.....	14	340 90		340 90	239 79	8 25		14 25	262 29
Shaytown.....	16	624 96		624 96	350 00	29 25		16 88	396 13
Flatbrook Valley..	17	562 25		562 25	300 00	8 71		19 72	328 43
		3,055 05		3,055 05	2,172 79	107 26		100 26	2,380 31
WALLPACK.									
Flatbrookville.....	18	297 00		297 00	270 00		\$12 00	15 00	297 00
Central.....	19	550 62		550 62	270 00	16 60		19 35	305 95
Wallpack Centre.....	20	323 11		323 11	279 00			19 65	298 65
		1,170 73		1,170 73	819 00	16 60	12 00	54 00	901 60
STILLWATER.									
Yellow Frame.....	23	277 50		277 50	241 50	26 85		8 90	277 25
Fredon.....	24	411 53		411 53	355 49	18 96		20 00	394 45
Stillwater.....	25	393 30		393 30	343 15	14 59	5 16	22 75	385 65
Mount Pleasant.....	26	289 55		289 55	252 00	16 16		9 95	278 11
Mount Holly.....	27	395 67		395 67	333 33	23 44		18 40	375 17
Middleville.....	28	392 95		392 95	343 14	17 99		22 60	383 73
Swartwood.....	29	448 74		448 74	380 00	23 93		17 19	421 12
Keene's Corner.....	31	402 40	\$100 00	502 40	355 00	23 47	100 00	11 25	489 72
		3,011 64	100 00	3,111 64	2,603 61	165 39	105 16	131 04	3,005 20
GREEN.									
Tranquility.....	33	377 97		377 97	315 00	29 59	12 78	20 60	377 97
Greensville.....	34	371 08		371 08	315 00	18 17	10 40	10 00	353 57
Huntsville.....	35	400 20	229 35	629 55	400 00	31 73		20 00	451 73
Washington.....	36	469 00		469 00	288 65	29 70		12 60	330 95
		1,618 25	229 35	1,847 60	1,318 65	109 19	23 18	63 20	1,514 22
BYRAM.									
Stanhope.....	37	2,224 57	2,000 00	4,224 57	1,630 99	73 78	2,000 00	444 44	4,149 21
Waterloo.....	38	564 62		564 62	510 00	10 70		20 69	541 39
Roseville.....	39	449 05	214 50	663 55	400 00	15 76	229 00	18 30	663 06
Brooklyn.....	40	355 00	254 00	609 00	350 00	36 87	218 35	4 28	609 00
Amity.....	41	355 33	250 00	605 33	316 75	24 23	250 00	14 14	605 12
		3,948 57	2,718 50	6,667 07	3,207 74	160 84	2,697 35	501 85	6,567 78

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
9	\$1,200	56	7	50	.....	9	10	16	15	24	29	4	50	1	1	\$23 00	\$20 00
10	1,000	49	9.5	44	.....	15	13	4	12	28	1	4	46	.....	1	.....	31 11
11	800	37	9	33	.....	5	10	11	4	24	.....	.....	60	1	.....	33 00	.....
12	500	58	9	55	.....	30	11	4	10	43	.....	6	46	1	.....	38 59	.....
14	500	30	8.5	20	.....	.....	.....	1	19	7	.....	12	36	1	.....	29 00	.....
16	800	55	10	39	.....	6	7	3	23	15	.....	12	40	1	.....	35 00	.....
17	300	18	10	23	.....	1	7	6	9	11	.....	.....	40	.....	1	.....	30 00
	5,300	303	9	264	.....	66	58	45	95	152	30	38	318	5	3	32 78	27 04
18	2,500	46	9	29	.....	13	6	5	5	20	.....	4	48	1	.....	30 00	.....
19	1,000	20	9	17	.....	.....	1	3	13	6	.....	.....	36	1	.....	30 00	.....
20	50	46	9	37	.....	2	12	7	16	19	.....	7	40	.....	1	.....	31 00
	3,350	112	9	83	.....	15	19	15	34	45	.....	11	124	2	1	30 00	31 00
23	300	33	9	25	.....	2	6	11	6	15	.....	3	40	.....	1	.....	28 00
24	800	62	9	64	.....	31	10	12	11	33	.....	4	50	.....	1	.....	39 44
25	600	102	9	85	.....	41	21	14	9	47	6	.....	60	1	1	40 00	36 00
26	100	34	9	24	.....	4	2	4	14	11	1	5	30	1	.....	28 00	.....
27	400	75	10	58	.....	11	4	14	29	24	1	7	60	1	.....	33 00	.....
28	500	66	9	60	.....	26	9	13	12	28	6	.....	40	.....	1	.....	38 13
29	1,500	75	10	71	.....	11	9	14	37	30	2	4	50	.....	1	.....	38 13
31	100	47	10	40	.....	11	6	6	17	21	.....	1	30	1	.....	35 00	.....
	4,300	494	9.4	427	.....	137	67	88	135	209	16	24	360	4	5	34 08	35 91
33	1,000	47	9	43	.....	5	7	9	22	21	6	3	48	.....	1	.....	35 00
34	1,200	34	9	35	.....	3	15	6	11	23	.....	.....	50	.....	1	.....	35 00
35	2,000	28	10	26	.....	12	.....	2	12	15	.....	1	45	.....	1	.....	40 00
36	2,000	32	9	32	.....	14	6	7	5	14	.....	.....	40	1	.....	31 00	.....
	6,200	141	9.2	136	.....	34	28	24	50	73	6	4	183	1	3	31 00	36 67
37	14,000	204	10	199	.....	87	36	18	58	124	.....	12	218	1	2	100 00	31 50
38	400	71	10	57	.....	10	4	9	34	23	.....	13	52	1	.....	51 00	.....
39	800	50	10	41	1	9	8	14	9	21	.....	4	46	1	.....	40 00	.....
40	600	52	10	36	.....	11	9	2	14	18	.....	.....	48	.....	1	.....	35 00
41	800	48	9	35	.....	4	7	8	16	26	.....	7	44	1	.....	35 00	.....
	16,600	425	9.8	368	1	121	64	51	131	212	.....	36	408	4	3	56 50	33 25

Statistical Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.							
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Sussex—Con.									
ANDOVER.									
Andover	43	\$1,279 89	.....	\$1,279 89	\$1,030 00	\$50 32	\$37 62	\$17 71	\$1,135 65
Springdale	44	467 12	.....	467 12	350 00	22 06	.....	12 65	384 71
Clinton	45	356 84	.....	356 84	270 00	12 00	.....	9 30	291 30
Germany	46	442 24	.....	442 24	315 00	14 60	.....	18 00	347 60
		2,546 09	.....	2,546 09	1,965 00	98 98	37 62	57 66	2,159 26
SPARTA.									
Sparta Mountain...	48	325 00	.....	325 00	300 00	15 00	.....	10 00	325 00
Hopewell.....	49	476 29	.....	476 29	380 00	24 00	.....	22 73	426 73
Ogdensburg	50	1,288 26	\$200 00	1,488 26	1,250 00	60 25	25 00	60 45	1,395 70
Sparta.....	51	795 67	.....	795 67	754 62	25 23	.....	14 20	794 05
West Mountain.....	52	325 70	.....	325 70	292 50	17 38	.....	16 78	326 66
Houses.....	53	376 23	.....	376 23	335 00	32 66	.....	7 55	375 21
New Prospect.....	54	329 07	.....	329 07	270 00	20 00	16 44	18 56	325 00
Pullis	55	364 21	.....	364 21	270 00	20 00	.....	5 72	295 72
Ogden Mine.....	56	400 00	150 00	550 00	448 83	18 00	.....	27 65	494 48
		4,680 43	350 00	5,030 43	4,300 95	232 52	41 44	183 64	4,758 55
HARDYSTON.									
Holland	57	420 54	.....	420 54	405 00	.....	.....	15 54	420 54
Rudeville	58	495 07	.....	495 07	370 00	14 20	.....	11 45	395 65
Hardystonville.....	59	406 67	.....	406 67	371 72	20 05	.....	14 90	406 67
North Church	60	361 41	.....	361 41	270 00	19 50	.....	19 51	309 51
Hamburg	61	1,591 77	.....	1,591 77	1,100 00	57 44	.....	35 83	1,193 27
Snufftown	62	425 00	50 00	475 00	404 56	20 44	40 00	6 88	471 88
Monroe	63	361 72	.....	361 72	294 00	14 00	.....	18 42	326 42
Franklin	64	2,308 35	235 31	2,543 66	2,150 00	100 53	131 86	156 24	2,538 63
Willistine	65	300 10	.....	300 10	270 00	30 10	.....	.....	300 10
		6,670 63	285 31	6,955 94	5,635 28	276 26	171 86	278 77	6,362 17
VERNON.									
Cherry Ridge.....	67	330 17	.....	330 17	291 82	9 68	10 25	8 43	320 18
Canisteer	68	376 50	.....	376 50	350 62	16 50	.....	7 88	375 00
Williams	69	523 17	.....	523 17	325 00	19 84	.....	7 50	352 34
Vernon	70	450 00	.....	450 00	400 00	19 55	.....	5 12	424 67
Price	71	369 21	140 00	509 21	325 00	15 60	140 00	20 00	500 00
Longwell	72	369 17	.....	369 17	320 00	19 20	.....	17 35	356 55
Glenwood	73	563 23	.....	563 23	330 00	19 98	.....	20 00	369 98
McAfee	74	422 28	.....	422 28	380 00	16 73	.....	27 50	424 23
Independent	75	556 82	.....	556 82	350 00	16 09	.....	34 45	400 54
Milton	76	505 48	.....	505 48	330 00	14 95	.....	9 44	354 39
Sprague	77	339 93	.....	339 93	300 00	17 36	.....	10 65	328 01
Parker	79	331 61	.....	331 61	283 20	6 00	.....	2 18	291 38
Wawayanda	80	337 41	.....	337 41	309 13	5 65	.....	5 00	319 78
		5,474 98	140 00	5,614 98	4,294 77	197 13	150 25	175 50	4,817 65

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
43	\$2,500	157	10	165	4	29	38	27	67	87	1	25	94	1	1	\$63 00	\$40 00	
44	800	48	10	37	.....	2	2	2	19	16	1	14	45	1	1	35 00	.....
45	100	21	9	15	.....	.....	.....	2	11	6	.....	5	30	.....	1	.....	30 00
46	300	65	9	48	.....	1	6	15	26	20	.....	27	35	.....	1	.....	35 00
	3,700	291	9.5	265	4	40	46	52	123	119	2	71	204	2	3	49 00	35 00	
48	100	22	10	23	.....	7	7	5	3	13	.....	2	26	.....	1	.....	30 00
49	1,500	50	9.5	42	.....	7	6	4	25	18	.....	.....	50	.....	1	.....	40 00
50	8,000	139	10	132	1	33	29	12	57	67	.....	27	200	1	2	60 00	32 50
51	1,500	84	9.8	88	.....	34	13	20	21	58	.....	.....	95	1	1	45 00	32 50
52	50	30	9.7	32	.....	8	5	1	18	22	.....	.....	24	.....	1	.....	30 00
53	400	34	10	29	1	9	3	3	13	15	.....	.....	28	.....	1	.....	33 50
54	800	36	9	28	.....	.....	5	6	17	11	.....	10	32	.....	1	.....	30 00
55	500	20	9	22	.....	4	4	5	13	12	.....	2	30	1	.....	30 00	.....
56	800	44	11	45	4	10	5	4	22	21	.....	4	42	.....	1	.....	40 00
	13,650	459	9.8	440	6	108	77	60	189	237	.....	47	527	3	9	45 00	33 42
57	500	68	9	40	.....	7	24	5	4	20	.....	22	30	1	.....	45 00	.....
58	500	49	10	42	1	12	6	7	16	23	.....	16	35	1	.....	37 00	.....
59	1,000	60	10	49	.....	5	14	5	25	20	1	16	80	.....	1	.....	37 17
60	800	40	9	36	.....	19	2	3	12	17	.....	5	38	.....	1	.....	30 00
61	2,000	121	10	124	2	64	22	20	16	76	.....	12	90	1	1	70 00	40 00
62	1,000	55	10	47	.....	8	11	10	18	24	.....	17	40	1	.....	40 46	.....
63	500	25	10	21	.....	3	4	4	10	10	.....	2	30	.....	1	.....	29 40
64	6,000	285	10	238	2	64	61	33	78	151	1	57	244	1	3	100 00	38 33	
65	50	34	9	32	.....	10	6	4	12	14	.....	4	40	.....	1	.....	30 00
	12,350	737	9.7	629	5	192	150	91	191	355	2	151	627	5	8	58 49	35 26	
67	500	16	9	13	.....	8	.....	3	2	9	.....	4	40	.....	1	.....	32 43
68	400	30	11	24	2	5	2	6	9	12	.....	4	40	.....	1	.....	32 00
69	400	46	10	46	.....	10	4	10	22	18	.....	7	50	.....	1	.....	32 50
70	800	73	10	68	.....	11	15	8	34	29	.....	22	40	1	.....	40 00	.....
71	500	47	10	34	.....	8	5	6	15	19	3	11	20	.....	1	.....	32 50
72	800	30	10	20	.....	9	4	4	3	9	.....	7	34	.....	1	.....	32 00
73	800	45	10	41	1	8	5	5	22	14	.....	11	40	.....	1	.....	33 00
74	1,000	90	10	70	.....	7	17	13	33	31	.....	.....	45	1	1	40 00	35 00
75	700	51	10	35	.....	10	5	5	15	17	1	12	52	1	.....	35 00	.....
76	700	46	10	33	.....	3	1	3	26	10	.....	.....	40	.....	1	.....	33 00
77	400	26	10	23	.....	5	1	7	10	11	.....	3	28	.....	1	.....	30 00
79	300	11	9	10	.....	4	3	2	1	5	.....	4	30	1	.....	32 00	.....
80	.....	26	7	8	.....	.....	2	2	4	4	13	5	30	1	.....	35 00	.....
	7,300	537	9.7	425	3	88	64	74	196	188	17	90	499	5	9	36 40	32 49	

Statistical Report, by Districts, for the County of SUSSEX,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Sussex—Con.									
WANTAGE.									
Dunn.....	82	\$412 06		\$412 06	\$350 00	\$16 12		\$9 06	\$375 18
Dunning.....	83	419 50		419 50	350 00	20 00		10 00	380 00
Wolfpit.....	84	574 58		574 58	350 00	32 75		20 00	402 75
Mount Salem.....	85	350 31		350 31	287 00	24 88		14 05	325 93
Jacksonville.....	86	319 85		319 85	270 00	25 91		15 71	311 62
Coleville.....	87	551 96		551 96	500 00	23 39		8 98	532 37
Clove.....	88	358 51		358 51	282 25	8 38		26 15	316 78
Rosencrance.....	90	350 34		350 34	300 00	12 95		17 87	330 82
Libertyville.....	91	384 64		384 64	270 00	12 25		7 56	289 81
Central.....	93	456 69		456 69	350 00	24 12			374 12
Van Sickle.....	94	383 00		383 00	320 00	4 24		11 40	335 64
Woodbourne.....	95	330 29		330 29	270 00	17 00		10 41	297 41
Lewisburg.....	96	464 48		464 48	304 00	32 89	\$6 75	26 85	370 49
Pond.....	97	374 66		374 66	334 00	17 75		22 55	374 30
Blooming Grove.....	98	509 93		509 93	400 00	10 29		10 56	420 85
Union.....	99	375 39		375 39	325 00	19 89		30 47	375 36
Beemerville.....	100	540 01		540 01	430 00	30 00		30 00	490 00
		7,156 20		7,156 20	5,692 25	332 81	6 75	271 62	6,303 43
DECKERTOWN.									
Deckertown.....	92	2,175 52		2,175 52	1,800 00	56 62		162 20	2,018 82
FRANKFORD.									
Madison.....	101	328 60		328 60	286 90	17 00		24 70	328 60
Longbridge.....	102	322 29		322 29	252 00	23 56		22 00	297 56
Branchville.....	103	860 36		860 36	715 00	59 09		86 27	860 36
Augusta.....	105	432 90		432 90	267 67	37 88	118 65	3 14	427 34
Frankford Plains.....	106	388 89		388 89	300 88	22 75		11 13	334 76
Harmony.....	107	300 00		300 00	281 00	14 00		5 00	300 00
Wykertown.....	110	305 10		305 10	270 00	11 15		14 25	295 40
		2,938 14		2,938 14	2,373 45	185 43	118 65	166 49	2,844 02
HAMPTON.									
Myers.....	111	406 28		406 28	300 00	7 30			307 30
Laurel Grove.....	112	375 00	\$103 89	478 89	270 00	15 26	103 63	13 70	402 59
Washingtonville.....	113	442 78	504 16	946 94	299 98	19 02	538 22	12 86	870 08
Myrtle Grove.....	114	453 45		453 45	385 00	28 97		20 00	433 97
		1,677 51	608 05	2,285 56	1,254 98	70 55	641 85	46 56	2,013 94
NEWTON.									
Newton.....	115	5,225 30	1,286 04	6,511 34	4,892 00	333 30	735 38	506 21	6,466 89
LAFAYETTE.									
Lafayette.....	116	813 10		813 10	675 00	29 70	10 92	20 70	736 32
Statesville.....	117	375 00	75 00	450 00	325 00	26 27	57 47	17 34	426 05
Harmony Vale.....	118	296 83		296 83	256 00	18 00		13 40	287 40
		1,484 93	75 00	1,559 93	1,256 00	73 97	68 39	51 44	1,449 80

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
82	\$800	23	10	20	.....	7	2	2	9	8	1	2	38	.....	1	.....	\$35 00
83	600	34	10	34	.....	10	3	3	11	15	.....	1	24	.....	1	.....	35 00
84	800	45	10	29	.....	12	1	5	11	15	1	3	35	.....	1	.....	35 00
85	500	25	10	23	.....	9	4	2	17	14	.....	4	30	1	.....	28 00	
86	400	29	9	23	.....	9	4	10	8	16	.....	.....	36	1	.....	30 00	
87	700	45	10	44	.....	7	3	8	26	16	.....	5	40	1	1	50 00	
88	500	21	9.2	21	.....	4	4	3	10	9	.....	.....	28	1	1	30 00	
90	500	28	10	34	.....	4	1	7	22	11	.....	5	26	1	1	30 00	
91	600	30	9	27	.....	4	5	10	8	16	.....	12	30	1	1	30 00	
93	800	46	10	41	.....	4	12	6	19	16	2	.....	40	1	1	35 00	
94	300	31	10	19	.....	4	4	6	8	10	.....	.....	30	1	1	32 00	
95	400	26	9	17	.....	4	1	1	11	6	1	11	30	1	1	30 00	
96	800	41	10	29	1	5	5	3	15	13	.....	.....	36	1	1	30 00	
97	800	51	9.5	38	.....	8	4	8	18	18	.....	9	56	1	1	35 00	
98	600	53	10	38	.....	8	10	7	13	21	.....	13	26	1	1	40 00	
99	1,200	21	10	21	1	4	4	4	8	11	.....	1	35	1	1	32 50	
100	2,000	56	10	57	.....	16	6	8	27	35	.....	.....	60	1	1	43 00	
	12,300	605	9.7	528	2	112	78	95	241	250	5	56	600	6	12	35 50	34 79
92	3,500	240	10	192	.....	81	42	33	36	127	7	69	180	1	3	70 00	36 67
101	500	35	9.3	19	.....	8	.....	5	6	10	.....	.....	26	.....	1	.....	31 00
102	600	19	9	23	.....	12	1	.....	10	11	.....	.....	40	1	1	.....	28 00
103	5,000	114	9	113	.....	11	23	31	48	61	.....	13	150	1	1	50 00	29 44
105	600	33	8	36	.....	13	10	6	7	22	.....	4	30	1	1	.....	33 33
106	600	45	10	30	1	20	3	2	4	15	.....	10	44	1	1	30 00	.....
107	500	24	9	24	.....	4	5	5	10	12	.....	.....	36	1	1	31 00	.....
110	600	32	9	28	.....	6	5	3	14	15	.....	3	40	1	1	.....	30 00
	8,400	302	9	273	1	74	47	52	99	146	.....	30	360	3	5	37 00	30 37
111	400	38	10	26	.....	6	4	7	9	10	.....	5	50	1	1	30 00	.....
112	1,000	40	9	21	.....	6	5	5	5	16	.....	.....	40	1	1	.....	30 00
113	600	49	9	56	.....	26	9	15	6	29	.....	5	40	1	1	33 33	.....
114	1,200	56	11	51	7	6	5	5	28	22	1	13	50	1	1	35 00	.....
	3,200	178	9.8	154	7	44	23	32	48	77	1	23	180	3	1	32 78	30 00
115	35,000	729	10	450	8	181	97	53	111	290	92	179	450	1	8	150 00	42 50
116	2,500	86	9	88	.....	11	26	28	23	50	1	.....	100	1	1	45 00	30 00
117	1,500	46	9.5	35	.....	18	4	5	8	24	1	7	52	1	1	.....	34 44
118	1,500	32	9	34	.....	18	2	4	10	23	.....	6	55	1	1	.....	28 45
	5,500	164	9.2	157	.....	47	32	37	41	97	2	13	207	1	3	45 00	30 96

Statistical Report, by Districts, for the County of UNION,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Sussex—Con.									
Summary.									
Montague		\$1,522 16	\$25 11	\$1,547 27	\$1,265 25	\$105 56	\$21 03	\$50 35	\$1,442 19
Sandyston		3,055 05		3,055 05	2,172 79	107 26		100 26	2,380 31
Wallpack		1,170 73		1,170 73	819 00	16 60	12 00	54 00	901 60
Stillwater		3,011 64	100 00	3,111 64	2,603 61	165 39	105 16	131 04	3,005 20
Green		1,618 25	229 35	1,847 60	1,318 65	109 19	23 18	63 20	1,514 22
Byram		3,948 57	2,718 50	6,667 07	3,207 74	160 84	2,697 35	501 85	6,567 78
Andover		2,546 09		2,546 09	1,965 00	98 98	37 62	57 66	2,159 26
Sparta		4,680 43	350 00	5,030 43	4,300 95	232 52	41 44	183 64	4,758 55
Hardyston		6,670 63	285 31	6,955 94	5,635 28	276 26	171 86	278 77	6,362 17
Vernon		5,474 98	140 00	5,614 98	4,294 77	197 13	150 25	175 50	4,817 65
Wantage		7,156 20		7,156 20	5,692 25	332 81	6 75	271 62	6,303 43
Deekertown		2,175 52		2,175 52	1,800 00	56 62		162 20	2,018 82
Frankford		2,938 14		2,938 14	2,373 45	185 43	118 65	166 49	2,844 02
Hampton		1,677 51	608 05	2,285 56	1,254 98	70 55	641 85	46 56	2,013 94
Newtown		5,225 30	1,286 04	6,511 34	4,892 00	333 30	735 38	506 21	6,466 89
Lafayette		1,484 93	75 00	1,559 93	1,256 00	73 97	68 39	51 44	1,449 80
UNION.		54,356 13	5,817 36	60,173 49	44,851 72	2,522 41	4,830 91	2,800 79	55,005 83
LINDEN.									
Linden	1	1,906 64	1,475 00	3,381 64	1,500 00	103 00	566 35	364 60	2,533 95
East Linden	2	524 86	100 00	624 86	400 00	40 00	40 63	30 60	511 23
South Roselle	4	3,710 22	1,800 00	5,510 22	3,050 00	95 00	831 00	485 08	4,461 08
		6,141 72	3,375 00	9,516 72	4,950 00	238 00	1,437 98	880 28	7,506 26
Elizabeth	5	58,120 19	26,775 55	84,895 74	52,908 32	2,408 87	5,715 94	17,675 20	78,708 33
CLARK.									
Scudder	6	525 33	120 00	645 33	420 00	21 12	96 00	63 31	600 43
Rahway	7	15,050 00	3,085 93	18,135 93	13,002 51	1,657 73	808 93	2,349 47	17,818 64
Cranford	9	4,901 53	2,400 00	7,301 53	4,414 00	155 00	557 39	1,514 23	6,640 62
WESTFIELD.									
Westfield	10	7,210 40	5,775 00	12,985 40	6,388 00	643 47	3,414 97	1,459 10	11,905 54
Locust Grove	15	554 62	159 00	713 62	450 00	34 28	33 04	68 60	585 92
		7,765 02	5,934 00	13,699 02	6,838 00	677 75	3,448 01	1,527 70	12,491 46
FANWOOD.									
Willow Grove	11	520 87	75 00	595 87	420 00	18 00	6 93	49 43	494 36
Scotch Plains	14	3,169 57	2,397 50	5,567 07	2,875 00	220 50	1,774 28	572 86	5,442 64
		3,690 44	2,472 50	6,162 94	3,295 00	238 50	1,781 21	622 29	5,937 00
Plainfield	12	30,650 00	36,101 09	66,751 09	28,037 74	1,179 00	25,374 98	7,475 29	62,067 01

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.	
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
.....	\$5,600	194	9.4	168	1	39	35	32	61	92	2	23	204	12	12	\$36 67	\$31 00	
.....	5,300	303	9	264	.....	66	58	45	95	152	30	38	318	3	3	32 78	27 04
.....	3,550	112	9	83	.....	15	19	15	34	45	.....	11	124	12	1	30 00	31 00
.....	4,300	494	9.4	427	.....	137	67	88	135	209	16	24	360	4	5	34 08	35 91
.....	6,200	141	9.2	136	.....	34	28	24	50	73	6	4	183	1	3	31 00	36 67
.....	16,600	425	9.8	368	1	121	64	51	131	212	.....	36	408	4	3	56 50	33 25
.....	3,700	291	9.5	265	4	40	46	52	123	119	12	71	204	12	3	49 00	35 00	
.....	13,650	459	9.8	440	6	108	77	60	189	237	.....	47	527	3	9	45 00	33 45
.....	12,350	737	9.7	629	5	192	150	91	191	355	12	151	627	5	8	58 49	35 20	
.....	7,300	537	9.7	425	3	88	64	74	196	188	17	90	499	5	9	36 40	32 49	
.....	12,300	605	9.7	528	12	112	78	95	241	250	5	56	600	6	12	35 50	34 79	
.....	3,500	240	10	192	.....	81	42	33	36	127	7	69	180	1	3	70 00	36 67
.....	8,400	302	9	273	1	74	47	52	99	146	.....	30	360	3	5	37 00	30 37
.....	3,200	178	9.8	154	7	44	23	32	48	77	1	23	180	3	1	32 78	30 00	
.....	35,000	729	10	450	8	181	97	53	111	290	92	179	450	1	8	150 00	42 50	
.....	5,500	164	9.2	157	.....	47	32	37	41	97	2	13	207	1	3	45 00	30 96
.....	146,450	5,911	9.5	4,959	38	1,379	927	834	1781	2,669	182	865	5,431	48	78	43 44	34 41	
1	12,000	165	10	106	1	34	24	19	28	64	14	24	110	1	1	100 00	50 00	
2	1,000	71	10	39	6	5	8	20	28	2	8	36	1	40 00
4	12,000	289	9.2	191	.....	64	53	23	51	121	40	66	178	5	.....	61 00	.....
5	25,000	525	9.7	336	1	104	82	50	99	213	56	98	324	1	7	100 00	50 33	
5	218,000	10,058	9.9	4,865	.....	2,679	725	509	952	3,467	2,538	2,891	3,630	4	82	185 00	54 90
6	1,200	75	10.5	38	5	7	7	7	12	21	17	44	1	40 00
7	41,000	1,841	10	872	.....	354	105	164	249	707	174	447	997	4	21	105 00	44 00
9	15,000	414	9.7	303	.....	154	62	35	52	215	25	86	350	1	6	140 00	50 00
10	40,000	604	10	459	.....	190	100	49	120	306	58	157	466	1	9	160 00	52 14
15	1,000	60	10	43	8	12	5	18	22	5	20	40	1	45 00
11	41,000	664	10	502	.....	198	112	54	138	328	63	177	506	1	10	160 00	48 57
14	1,350	62	10.5	30	7	5	4	3	11	19	36	1	40 00
14	20,000	279	9.9	181	.....	92	33	22	34	122	5	1	198	1	4	109 09	38 04
12	21,350	341	10.2	211	7	97	37	25	45	141	5	1	234	1	5	109 09	39 02	
12	190,000	2,704	10	1,762	72	1,043	247	139	261	1,339	616	619	1,838	3	43	70 00	59 12	

Statistical Report, by Districts, for the County of WARREN,

		FINANCIAL STATEMENT.							
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Union—Con.									
NEW PROVIDENCE.									
Feltonville.....	16	\$535 27	\$100 00	\$635 27	\$500 00	\$29 50	\$56 06	\$39 58	\$625 14
Solon.....	17	826 14	250 00	1,076 14	550 00	28 00	5 75	137 61	721 36
New Providence...	18	932 17	250 00	1,182 17	771 00	75 17	37 12	116 33	999 62
		2,293 58	600 00	2,893 58	1,821 00	132 67	98 93	293 52	2,346 12
SUMMIT.									
Summit.....	19	6,755 61	4,113 05	10,868 66	4,550 00	159 45	1,442 07	1,015 34	7,166 86
East Summit.....	20	1,441 93	212 00	1,653 93	1,025 00	43 46	145 23	91 02	1,304 71
		8,197 54	4,325 05	12,522 59	5,575 00	202 91	1,587 30	1,106 36	8,471 57
SPRINGFIELD.									
Branch Mills.....	21	375 00	92 57	467 57	262 50	29 50	58 84	27 08	377 92
Springfield.....	22	1,570 77	350 00	1,920 77	1,444 00	40 15	74 17	261 38	1,819 70
		1,945 77	442 57	2,388 34	1,706 50	69 65	133 01	288 46	2,197 62
UNION.									
Unionville.....	23	772 94	100 00	872 94	450 00	25 35	20 00	73 10	568 45
North Roselle.....	25	3,181 69	1,321 11	4,502 80	2,832 50	114 43	98 42	1,006 81	4,032 16
Connecticut Farms	27	1,366 46	341 60	1,708 06	1,100 00	40 00	94 35	172 65	1,407 00
Lyons Farms.....	28	943 13	300 00	1,243 13	750 00	54 00	140 23	99 14	1,043 37
Salem.....	29	1,650 51	400 00	2,050 51	600 00	36 75	162 37	90 45	889 57
		7,914 73	2,462 71	10,377 44	5,732 50	270 53	515 37	1,442 15	7,960 55
Summary.									
Linden.....		6,141 72	3,375 00	9,516 72	4,950 00	238 00	1,437 98	880 28	7,506 26
Elizabeth.....		58,120 19	26,775 55	84,895 74	52,908 32	2,408 87	5,715 94	17,675 20	78,708 33
Clark.....		525 33	120 00	645 33	420 00	21 12	96 00	63 31	600 43
Rahway.....		15,050 00	3,085 93	18,135 93	13,002 51	1,657 73	808 93	2,349 47	17,818 64
Cranford.....		4,901 53	2,400 00	7,301 53	4,414 00	155 00	557 39	1,514 23	6,640 62
Westfield.....		7,765 02	5,934 00	13,699 02	6,838 00	677 75	3,448 01	1,527 70	12,491 46
Fanwood.....		3,690 44	2,472 50	6,162 94	3,295 00	238 50	1,781 21	622 29	5,937 00
Plainfield.....		30,650 00	36,101 09	66,751 09	28,037 74	1,179 00	25,374 98	7,475 29	62,067 01
New Providence...		2,293 58	600 00	2,893 58	1,821 00	132 67	98 93	293 52	2,346 12
Summit.....		8,197 54	4,325 05	12,522 59	5,575 00	202 91	1,587 30	1,106 36	8,471 57
Springfield.....		1,945 77	442 57	2,388 34	1,706 50	69 65	133 01	288 46	2,197 62
Union.....		7,914 73	2,462 71	10,377 44	5,732 50	270 53	515 37	1,442 15	7,960 55
		147,195 85	88,094 40	235,290 25	128,700 57	7,251 73	41,555 05	35,238 26	212,745 61
WARREN.									
POHATCONG.									
Finesville.....	1	459 91	145 55	605 46	405 00	24 79	145 03	23 71	593 53
Hughesville.....	2	636 07	1,593 10	2,229 17	570 00	46 07	1,593 10	20 00	2,229 17
Carpenterville.....	3	462 83	35 88	498 71	415 00	25 70	20 00	15 08	475 78
Springtown.....	4	429 28	.....	429 28	350 00	30 00	.....	23 38	403 33
		1,988 09	1,774 53	3,762 62	1,740 00	127 56	1,758 13	82 17	3,707 86

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.									Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.									
16	\$2,000	52	10	48	.....	18	10	6	14	* 31	.....	65	1	.....			\$50 00	.....
17	1,700	70	10	56	3	19	5	5	24	30	.....	40	1	.....			55 00	.....
18	5,000	111	10	66	36	9	10	.....	11	46	.....	7	150	1	1		60 00	\$23 00
19	8,700	233	10	170	39	46	25	11	49	107	.....	7	255	3	1		55 00	23 00
	14,000	649	10	212	2	71	45	37	57	129	287	194	300	1	5		140 00	61 00	
	4,500	167	10	106	2	40	25	7	32	65	2	24	110	.....	2		.....	48 75
20	18,500	816	10	318	4	111	70	44	89	194	289	218	410	1	7		140 00	54 87	
	950	48	9	31	.....	2	9	6	14	14	.....	9	48	.....	1		.....	30 00
	4,000	186	10	122	.....	41	22	17	42	75	22	38	107	1	2		85 00	31 50
21	4,950	234	9.5	153	.....	43	31	23	56	91	22	47	155	1	3		85 00	30 75
	1,000	80	10	67	.....	13	15	15	24	33	.....	7	50	1	.....		45 00	.....
	13,000	246	10	191	7	89	25	20	50	128	10	56	200	1	4		90 00	46 87	
22	3,000	111	10	86	.....	37	14	13	22	53	.....	35	84	1	1		75 00	35 00
23	4,500	78	10.2	53	4	15	16	7	11	34	6	8	64	.....	2		.....	37 50
24	3,000	98	10	32	22	3	4	2	1	22	26	26	50	.....	1		.....	60 00
25	24,500	613	10	429	33	157	74	57	108	270	42	132	448	3	8		70 00	44 84	
	25,000	525	9.7	336	1	104	82	50	99	213	56	98	324	1	7		100 00	50 33	
	218,000	10,058	9.9	4,865	.....	2,679	725	509	952	3,467	2,538	2,891	3,630	4	82		185 00	54 90
26	1,200	75	10.5	38	5	7	7	12	.....	21	.....	17	44	.....	1		.....	40 00
27	41,000	1,841	10	872	.....	354	105	164	249	707	174	447	997	4	21		105 00	44 00
28	15,000	414	9.7	303	.....	154	62	35	52	215	25	86	350	1	6		140 00	50 00
29	41,000	664	10	502	.....	198	112	54	138	328	63	177	506	1	10		160 00	48 57
30	21,350	341	10.2	211	7	97	25	45	.....	141	5	1	234	1	5		109 09	39 02
	190,000	2,704	10	1,762	72	1,043	247	139	261	1,339	616	619	1,838	3	43		70 00	59 12	
	8,700	233	10	170	39	46	25	11	49	107	.....	7	255	3	1		55 00	23 00
31	18,500	816	10	318	4	111	70	44	89	194	289	218	410	1	7		140 00	54 87	
32	4,950	234	9.5	153	.....	43	31	23	56	91	22	47	155	1	3		85 00	30 75
33	24,500	613	10	429	33	157	74	57	108	270	42	132	448	3	8		70 00	44 84	
34	609,200	18,518	9.9	9,959	161	4,993	1577	1118	2110	7,093	3,830	4,740	9,191	23	194		101 59	44 95	
	2,500	75	9	66	.....	13	21	19	13	44	2	5	80	1	.....		45 00	.....
	3,300	118	9.2	87	.....	42	13	9	23	59	.....	20	100	1	1		40 00	25 00
35	1,000	78	10.3	63	1	8	16	14	24	31	.....	19	60	.....	1		.....	40 00
36	1,000	74	10	48	.....	8	12	8	20	23	.....	20	60	.....	1		.....	35 00
37	7,800	345	9.6	264	1	71	62	50	80	157	2	64	300	2	3		42 50	33 33	

Statistical Report, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS.		FINANCIAL STATEMENT.								
		Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Warren—Con.										
GREENWICH.										
Kennedyville.....	5	\$375 00	\$20 00	\$395 00	\$343 11	\$11 89		\$20 00	\$375 00	
Still Valley.....	6	394 15		394 15	340 00	14 40		20 62	375 02	
Stewartsville.....	7	952 29	261 28	1,213 57	870 00	37 43	\$196 29	20 20	1,123 92	
		1,721 44	281 28	2,002 72	1,553 11	63 72	196 29	60 82	1,873 94	
LOPATCONG.										
Uniontown.....	8	459 77		459 77	315 00	43 99		20 00	378 99	
Lopatcong.....	9	630 72		630 72	556 78	19 20		18 13	594 11	
Firth's.....	10	799 21	6 45	805 66	700 00	24 00		24 60	748 60	
Furnace.....	10½	792 86	250 00	1,042 86	712 00	44 08	227 00	20 00	1,003 08	
Marble Hill.....	11	416 70		416 70	292 50	11 28		19 60	323 38	
Delaware Park.....	49	397 48		397 48	325 00	33 20		19 80	378 00	
		3,496 74	256 45	3,753 19	2,901 28	175 75	227 00	122 13	3,426 16	
Phillipsburg.....	12	16,600 56	17,999 14	34,599 70	14,968 52	676 35	3,279 65	15,446 03	34,370 55	
HARMONY.										
Buttonwood.....	13	321 48		321 48	300 00	11 34		9 76	321 10	
Lower Harmony.....	14	396 10		396 10	310 00	46 00		20 00	376 00	
Upper Harmony.....	15	386 31		386 31	350 00	12 40		18 27	380 67	
Pleasant Grove.....	16	390 54		390 54	332 50	22 24		18 65	373 39	
Roxburg.....	17	413 82	250 00	663 82	365 45	28 37	204 68	20 00	618 50	
Montana.....	18	430 16		430 16	400 00	17 72		12 44	430 16	
Pleasant Hollow.....	19	332 03		332 03	242 25	8 53		17 93	268 71	
		2,670 44	250 00	2,920 44	2,300 20	146 60	204 68	117 05	2,768 53	
FRANKLIN.										
New Village.....	20	375 00		375 00	310 71	39 22		20 13	370 06	
Broadway.....	21	633 10		633 10	550 00	21 05		27 77	598 82	
Hicks.....	22	375 01	56 31	431 32	338 85	21 75	56 31	14 41	431 32	
Good Springs.....	23	392 94		392 94	340 00	13 13		9 31	362 44	
Franklin.....	24	375 00		375 00	348 00	9 57		17 43	375 00	
Asbury.....	25	636 60	69 98	706 58	650 00	15 28	16 20	10 00	691 48	
		2,787 65	126 29	2,913 94	2,537 56	120 00	72 51	99 05	2,829 12	
WASHINGTON.										
Pleasant Valley.....	26	335 00		335 00	300 00	17 29		10 96	328 25	
Brass Castle.....	27	376 59		376 59	360 00			12 40	372 40	
Fairmount.....	28	548 16		548 16	500 00	30 66		16 00	546 66	
Jackson Valley.....	29	406 78		406 78	320 00	22 04		20 00	362 04	
Port Colden.....	30	672 75		672 75	500 00	30 00		18 47	548 47	
		2,339 28		2,339 28	1,980 00	99 99		77 83	2,157 82	
Washington Boro..	31	5,316 69	2,615 00	7,931 69	5,305 00	96 30	1,415 00	828 66	7,644 96	

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
5	\$700	45	10	31	.....	10	2	3	16	13	2	.....	40	.....	1	.....	\$34 00
6	1,800	33	10	25	.....	4	8	4	9	13	1	1	70	.....	1	.....	34 00
7	1,500	136	10	125	.....	43	20	12	46	84	.....	1	120	1	1	\$54 00	33 00
	4,000	214	10	181	4	57	30	19	71	110	3	2	230	1	3	54 00	33 67
8	1,000	46	9	39	.....	11	7	11	10	16	.....	9	50	.....	1	.....	35 00
9	1,500	116	10	90	10	20	16	14	30	54	1	22	90	1	.....	55 67	.....
10	1,200	138	10	105	3	39	26	16	21	73	23	.....	110	1	.....	70 00	.....
10 1/2	3,000	150	10	93	.....	33	25	9	26	54	4	41	100	.....	2	.....	35 50
11	1,000	32	9.7	32	.....	7	4	3	18	13	.....	1	50	.....	1	.....	30 00
49	1,500	74	10	62	.....	25	9	9	16	40	3	.....	70	.....	1	.....	32 50
	9,200	556	9.7	421	13	138	87	62	121	250	33	73	470	2	5	62 84	33 25
12	77,000	2,447	10	1,576	70	915	226	111	254	1,216	334	613	1,589	3	30	93 33	40 60
13	1,000	34	9	27	.....	6	12	9	14	.....	6	.....	50	.....	1	.....	33 33
14	1,600	51	9	57	.....	15	20	16	6	35	.....	.....	70	.....	1	.....	34 44
15	1,500	56	10	55	.....	20	10	3	22	27	.....	.....	60	.....	1	.....	35 00
16	1,000	51	9.5	50	.....	27	6	4	13	33	1	3	50	1	.....	35 00	.....
17	2,500	72	10	56	.....	8	8	10	30	26	.....	.....	80	1	.....	36 54	.....
18	1,000	78	10	60	16	5	6	14	19	29	.....	17	70	.....	1	.....	40 00
19	400	37	9	29	.....	2	5	6	16	12	37	11	35	.....	1	.....	26 92
	9,000	379	9.5	334	16	77	61	65	115	176	38	37	415	2	5	35 77	33 94
20	1,500	50	9.5	59	.....	13	11	8	27	21	.....	8	70	.....	1	.....	32 50
21	1,500	91	10.5	72	.....	6	12	10	44	28	.....	.....	70	1	.....	55 00	.....
22	800	50	10	51	.....	13	10	6	22	27	.....	.....	50	.....	1	.....	33 88
23	800	48	10	48	.....	8	10	9	21	23	.....	6	45	.....	1	.....	34 00
24	1,000	48	9.7	40	.....	15	6	14	5	21	.....	.....	50	.....	1	.....	35 00
25	2,000	75	10	60	.....	24	16	8	12	44	3	5	80	1	.....	65 00	.....
	8,100	362	9.9	330	.....	79	65	55	131	164	3	19	365	2	4	60 00	33 85
26	1,000	48	10	31	.....	10	2	4	15	16	.....	12	60	.....	1	.....	30 00
27	1,000	54	10	32	.....	12	8	7	5	22	.....	6	60	1	.....	36 00	.....
28	1,000	77	10	56	.....	15	18	4	19	31	.....	25	60	1	.....	50 00	.....
29	1,000	46	10	24	8	7	4	.....	5	15	.....	.....	50	.....	1	.....	32 00
30	4,000	102	10	93	10	26	17	17	23	52	.....	.....	90	1	.....	50 00	.....
	8,000	327	10	236	18	70	49	32	67	136	.....	43	320	3	2	44 00	31 00
31	29,000	792	10	680	11	220	153	116	180	407	8	167	600	2	11	74 37	34 70

Statistical Report, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS.	Number of district.	FINANCIAL STATEMENT.							Total amount expended.
		Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	
Warren—Con.									
OXFORD.									
Oxford Furnace.....	32	\$2,983 85	\$765 49	\$3,749 34	\$2,719 50	\$154 05	\$747 54	\$21 51	\$3,642 60
Pittengerville.....	33	1,203 35	21 11	1,224 46	1,115 17	64 80		24 30	1,204 27
Little York.....	34	472 60		472 60	350 00	13 25		22 57	385 82
Mount Pleasant.....	35	399 54		399 54	271 32	15 32		25 97	312 61
Oxford Church.....	36	389 32		389 32	324 00	30 00		25 00	379 00
Bridgeville.....	37	408 51		408 51	314 25			17 64	331 89
Sarepta.....	38	375 45	193 00	568 45	342 55	21 30	149 69	11 60	525 14
Buttville.....	39	402 93		402 93	323 00	27 48		28 01	388 49
Pace's.....	40	375 00	86 56	461 56	350 00	5 49	78 00	12 75	446 24
		7,010 55	1,066 16	8,076 71	6,119 79	331 69	975 23	189 35	7,616 06
Belvidere.....	41	3,416 79	16,474 17	19,890 96	2,750 00	236 40	15,238 17	1,224 82	19,449 39
MANSFIELD.									
Karrsville.....	42	449 67		449 67	325 00	21 18		13 33	359 51
Port Murray.....	43	483 40	50 00	533 40	400 00	28 00	32 61	29 20	489 81
Anderson.....	44	436 60	8 87	445 47	345 00	20 28		18 92	384 20
Egbert's.....	45	329 44		329 44	296 00	15 75		14 35	326 10
Rockport.....	46	375 00		375 00	340 36	21 70		12 94	375 00
Beatystown.....	47	375 00		375 00	339 49	16 70		18 81	375 00
		2,449 11	58 87	2,507 98	2,045 85	123 61	32 61	107 55	2,309 62
Hackettstown	48	5,145 05	500 00	5,645 05	4,750 00	242 68		546 97	5,539 65
INDEPENDENCE.									
Vienna.....	50	473 03		473 03	405 00	39 40		25 92	470 32
Danville	51	411 56		411 56	315 00	34 40		20 87	370 27
Petersburg	53	335 66		335 66	316 72			18 62	335 34
		1,220 25		1,220 25	1,036 72	73 80		65 41	1,175 93
ALLAMUCHY.									
Meadville	52	384 71		384 71	350 00	5 30		19 69	374 99
Saxton's Falls.....	55	297 91		297 91	259 45	24 21		14 25	297 91
Allamuchy	56	375 00	212 00	587 00	320 00	35 20	212 00	19 60	586 80
Quaker Settlement	57	377 20		377 20	327 86	31 07		17 33	376 26
		1,434 82	212 00	1,646 82	1,257 31	95 78	212 00	70 87	1,635 96

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
32	88,500	484 10		386	3	103	112	48	120	219		132	400	2	4	\$70 00	\$31 25	
33	5,500	210 10		172		108	27	14	23	136		40	220	1	2	61 33	25 08	
34	1,000	63 10		59	5	19	12	10	13	27		8	45		1		35 00	
35	600	46 9		31		2	2	9	11	15		2	50		1		30 00	
36	Rented	50 9		41		16	2	9	9	25	2	6	50		1		36 00	
37	700	31 9.2		19		6	5	1	1	9		8	45	1		35 00		
38	1,200	61 9.5		52		14	21	10	7	34		7	60		1		36 00	
39	1,000	71 9		61			19	21	21	37		1	50		1		37 00	
40	2,000	34 10		35	1	6	2	12	14	16		2	70	1		35 00		
	20,500	1,050 9.5		856	9	274	214	134	225	518	2	206	990	5	11	50 33	32 90	
41	17,000	426 10		335	10	140	75	45	65	218	44	95	400	1	6	65 00	35 00	
42	2,000	47 10		44	8	5	6	9	16	22		4	75		1		32 50	
43	1,500	80 10		56		9	11	10	26	28		24	75	1		40 00		
44	1,000	50 10		38		6	12	5	15	20			55		1		34 50	
45	800	35 9.2		32		1	2	7	22	11		3	40	1		32 00		
46	1,500	58 10		41	1	10	15	5	10	25		6	50		1		34 00	
47	1,000	51 9		47		2	10	16	19	24	1	6	60	1		38 88		
	7,500	321 9.7		258	9	33	56	52	108	130	1	43	355	3	3	36 96	33 67	
48	40,000	685 10		528	21	197	117	70	123	342	27	97	700	2	9	75 00	36 00	
50	2,000	80 9		73		13	16	16	28	39		12	90	1		45 00		
51	1,200	75 9		61		14	14	10	23	27			50		1		35 00	
53	Rented	45 9		40		2	12	9	17	21			40	1		35 00		
	3,200	200 9		174		29	42	35	68	87		12	180	2	1	40 00	35 00	
52	800	51 10		37	2	18	4	7	6	15		4	40		1		35 00	
55	700	13 9		13		3	2	5	3	4		1	50		1		30 00	
56	1,500	74 10		60		10	19	15	16	30	4	3	60	1		32 00		
57	1,300	56 10		52		9	8	11	24	23	14		60		1		32 50	
	4,300	194 9.7		162	2	40	33	38	49	72	18	8	210	1	3	32 00	32 50	

Statistical Report, by Districts, for the County of WARREN,

TOWNSHIPS AND DISTRICTS.	FINANCIAL STATEMENT.								
	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Warren—Con.									
FRELINGHUYSEN.									
Johnsontown	58	\$425 02		\$425 02	\$350 00	\$49 22		\$16 69	\$415 91
Marksboro	59	491 10		491 10	400 00	23 59		22 22	445 81
Ebenezer	61	285 08		285 08	247 50	14 79		11 43	273 72
Southtown	62	363 20	\$37 14	400 34	270 00	21 00		18 97	309 97
Howard	63	277 96		277 96	260 06			17 93	277 99
		1,842 36	37 14	1,879 50	1,527 56	108 60		87 24	1,723 40
HOPE.									
Hope	64	447 03		447 03	362 00	34 75		22 52	419 27
Hoagland's	65	378 13		378 13	329 18	31 67		13 26	374 11
Free Union	66	375 00		375 00	342 00	19 90		13 10	375 00
Townsbury	67	406 09		406 09	362 69			20 00	382 69
Hazen's	68	399 42		399 42	329 87	34 78		19 68	384 33
Mount Hermon	69	625 00		625 00	585 00	35 00		5 00	625 00
		2,630 67		2,630 67	2,310 74	156 10		93 56	2,560 40
BLAIRSTOWN.									
Paulina	60	354 00		354 00	225 00	19 86		17 75	262 61
Centerville	70	275 00		275 00	243 00	17 81		14 19	275 00
Kalamama	71	448 39	53 56	501 95	285 81	18 82	\$42 38	17 58	364 59
Union Brick	72	287 77		287 77	264 12	13 50		10 00	287 62
Blairtown	73	1,053 08	100 00	1,153 08	850 00	60 90	92 78	20 02	1,023 70
Walnut Valley	74	378 69	52 81	431 50	320 00	27 17	52 81	27 63	427 61
Mount Vernon	75	281 14		281 14	252 00	13 50		11 37	276 87
Jacksonburg	76	488 46	30 40	518 86	320 00	18 58		17 06	355 64
Washington	77	491 22		491 22	350 00			15 66	365 66
		4,057 75	236 77	4,294 52	3,109 93	190 14	187 97	151 26	3,639 30
HARDWICK.									
Hardwick Centre	78	487 54		487 54	300 00			25 06	325 06
Franklin Grove	79	719 36		719 36	413 75			20 30	434 05
		1,206 90		1,206 90	713 75			45 36	759 11
PAHAQUARRY.									
Millbrook	82	296 97		296 97	252 00	12 95		11 25	276 20
Calno	83	283 82		283 82	243 00	17 00		8 47	263 47
Brotzmanville	84	309 93		309 93	270 00	10 59		1 00	281 59
		890 72		890 72	765 00	40 54		20 72	826 26
KNOWLTON.									
Water Gap	85	275 00		275 00	252 00	12 56		7 60	272 16
Hainesburg	86	393 72		393 72	340 20	31 57		20 00	391 77
Mount Pleasant	88	276 88		276 88	237 50	16 98		19 98	274 46
Walnut Corner	89	417 32		417 32	378 00	16 63		17 72	412 35
Columbia	90	378 60		378 60	356 97	12 63		9 00	378 60
Chapel Hill	91	429 34		429 34	333 32	18 53		27 70	379 55
Delaware	92	381 15		381 15	349 88	18 48		12 79	381 15
		2,552 01		2,552 01	2,247 87	127 38		114 79	2,490 04

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.							Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.							
58	\$2,000	57	10	61	.....	7	15	9	30	27	1	11	80	.....	1	\$35 00	
59	1,500	69	10	60	.....	15	12	8	25	30	1	4	60	.....	1	40 00	
61	700	26	9	24	.....	3	5	5	11	13	.....	8	35	.....	1	27 50	
62	700	26	9	19	.....	10	6	3	.....	12	.....	2	40	.....	1	30 00	
63	800	43	9	27	.....	13	1	4	9	15	.....	10	40	.....	1	28 90	
	5,700	221	9.4	191	.....	48	39	29	75	97	3	35	255	.....	5	.....	32 28
64	2,500	75	9	58	.....	10	14	14	20	31	.....	.....	90	.....	1	.....	40 00
65	1,200	55	9	42	.....	9	9	11	13	23	.....	24	70	1	.....	\$36 57	
66	1,000	57	9	59	.....	10	16	9	24	32	.....	13	60	1	.....	38 00	
67	1,100	50	9	38	.....	.....	9	8	21	16	.....	9	50	.....	1	.....	35 00
68	1,000	48	9	39	.....	4	11	9	15	19	.....	.....	50	.....	1	.....	35 00
69	1,600	51	9	56	.....	32	8	8	8	41	.....	.....	50	1	.....	65 00	
	8,400	336	9	292	.....	65	67	59	101	162	.....	46	370	3	3	46 52	36 67
70	900	29	9	20	.....	2	2	5	11	13	.....	.....	50	.....	1	.....	25 00
71	900	42	9	35	.....	16	8	5	6	30	.....	.....	50	.....	1	.....	27 00
72	1,000	39	10	26	4	10	4	4	4	18	1	8	40	.....	1	.....	28 58
73	800	43	9	34	.....	12	6	2	14	22	.....	1	6	.....	1	.....	30 00
74	Rented 125	10	120	36	.....	22	19	20	23	79	16	12	120	1	1	50 00	35 00
75	1,000	47	10	51	8	11	7	4	21	27	.....	6	60	.....	1	.....	32 00
76	300	27	9	19	.....	5	2	3	9	14	.....	1	35	.....	1	.....	28 00
77	500	45	10	40	.....	6	10	9	15	20	.....	8	50	.....	1	.....	32 00
	400	48	10	45	1	8	8	6	.....	22	.....	4	40	1	.....	35 00	
	5,800	445	9.5	390	49	92	66	58	125	243	18	45	485	2	8	42 50	29 70
78	700	33	10	34	4	10	7	10	3	16	.....	4	50	.....	1	.....	30 00
79	1,000	43	11	40	2	12	7	9	10	22	.....	1	60	1	.....	40 00	
	1,700	76	10.5	74	6	22	14	19	13	38	.....	5	110	1	1	40 00	30 00
82	400	26	9	25	.....	10	3	8	4	12	.....	11	40	.....	1	.....	28 00
83	800	27	9	30	.....	2	4	13	14	12	.....	.....	50	.....	1	.....	27 00
84	400	20	9	23	.....	1	4	7	11	10	.....	1	25	1	.....	30 00	
	1,600	73	9	78	.....	13	11	28	26	35	.....	12	115	1	2	30 00	27 50
85	700	46	9	37	.....	2	4	3	28	12	1	2	50	1	.....	28 00	
86	1,600	55	9	57	.....	32	11	5	9	37	.....	.....	60	1	.....	37 80	
88	500	26	9.5	26	.....	3	4	3	16	11	.....	.....	45	.....	1	.....	25 00
89	1,500	61	9	50	.....	14	17	11	8	33	.....	.....	70	1	.....	42 00	
90	300	62	9	52	.....	20	20	5	7	34	.....	12	45	1	.....	39 66	
91	1,200	52	10	38	.....	14	12	8	4	22	.....	7	60	1	.....	33 33	
92	1,600	59	9	43	.....	15	21	5	.....	33	1	2	80	.....	1	.....	38 87
	6,600	364	9.2	303	.....	100	89	40	74	182	2	36	410	5	2	36 18	31 99

Statistical Report, by Districts, for the County of WARREN,

FINANCIAL STATEMENT.									
TOWNSHIPS AND DISTRICTS.	Number of district.	Amount due the district September 1st, 1891, from all sources, for teachers' salaries and fuel.	Amount due the district September 1st, 1891, from district tax for building and repairing school-houses, including amount raised for payment of debt and interest.	Total amount due the district September 1st, 1891.	Amount expended for teachers' salaries.	Amount expended for fuel.	Amount expended for building or repairing, including debt and interest.	Amount expended for incidentals.	Total amount expended.
Warren—Con.									
Summary.									
Pohatcong.....		\$1,988 09	\$1,774 53	\$3,762 62	\$1,740 00	\$127 56	\$1,758 13	\$82 17	\$3,707 86
Greenwich.....		1,721 44	281 28	2,002 72	1,553 11	63 72	196 29	60 82	1,873 94
Lopatcong.....		3,496 74	256 45	3,753 19	2,901 28	175 75	227 00	122 13	3,426 16
Phillipsburg.....		16,600 56	17,999 14	34,599 70	14,968 52	676 35	3,279 65	15,446 03	34,370 55
Harmony.....		2,670 44	250 00	2,920 44	2,300 20	146 60	204 68	117 05	2,768 53
Franklin.....		2,787 65	126 29	2,913 94	2,537 56	120 00	72 51	99 05	2,829 12
Washington.....		2,339 28		2,339 28	1,980 00	99 99		77 83	2,157 82
Washington Boro.....		5,316 69	2,615 00	7,931 69	5,305 00	96 30	1,415 00	828 66	7,644 96
Oxford.....		7,010 55	1,066 16	8,076 71	6,119 79	331 69	975 23	189 35	7,616 06
Belvidere.....		3,416 79	16,474 17	19,890 96	2,750 00	236 40	15,238 17	1,224 82	19,449 39
Mansfield.....		2,449 11	58 87	2,507 98	2,045 85	123 61	32 61	107 55	2,309 62
Hackettstown.....		5,145 05	500 00	5,645 05	4,750 00	242 68		546 97	5,539 65
Independence.....		1,220 25		1,220 25	1,036 72	73 80		65 41	1,175 93
Allamuchy.....		1,434 82	212 00	1,646 82	1,257 31	95 78	212 00	70 87	1,635 96
Frelinghuysen.....		1,842 36	37 14	1,879 50	1,527 56	108 60		87 24	1,723 40
Hope.....		2,630 67		2,630 67	2,310 74	156 10		93 56	2,560 40
Blairstown.....		4,057 75	236 77	4,294 52	3,109 93	190 14	187 97	151 26	3,639 30
Hardwick.....		1,206 90		1,206 90	713 75			45 36	759 11
Pahaquarry.....		890 72		890 72	765 00	40 54		20 72	826 26
Knowlton.....		2,552 01		2,552 01	2,247 87	127 38		114 79	2,490 04
		70,777 87	42,887 80	113,665 67	61,920 19	3,232 99	23,799 24	19,551 64	108,504 06

State of New Jersey, for the School Year ending August 31, 1892.

Number of district.	Present value of school property.	Whole number of children between five and eighteen years of age residing in the district.	Average number of months the schools have been kept open.	ATTENDANCE.								Number of children in the district attending private school.	Number of children in the district who have attended no school during the year.	Number of children the school-house will seat.	Number of male teachers employed.	Number of female teachers employed.	Average salary per month paid to male teachers.	Average salary per month paid to female teachers.
				Number of children between five and eighteen years of age enrolled in the school register during the year.	Number who have attended ten months or more during the year.	Number who have attended eight months, but less than ten.	Number who have attended six months, but less than eight.	Number who have attended four months, but less than six.	Number who have attended less than four months.	Average number who have attended school during the time it has been kept open.								
.....	\$7,800	345	9.6	264	1	71	62	50	80	157	2	64	300	2	3	\$42 50	\$33 33	
.....	4,000	214	10	181	4	57	30	19	71	110	3	73	230	1	3	54 00	33 67	
.....	9,200	556	9.7	421	13	138	57	62	121	250	33	73	470	3	5	62 54	33 25	
.....	77,000	2,447	10	1,576	70	915	226	111	254	1,216	334	613	1,589	3	30	93 33	40 60	
.....	9,000	379	9.5	334	16	77	61	65	115	176	38	37	415	12	5	35 77	33 94	
.....	8,100	362	9.9	330	.....	79	65	55	131	164	3	19	365	12	4	60 00	33 85
.....	8,000	327	10	236	18	70	49	32	67	136	.....	43	320	3	2	44 00	31 00
.....	29,000	792	10	680	11	220	153	116	180	407	8	167	600	12	11	74 37	34 70	
.....	20,500	1,050	9.5	856	9	274	214	134	225	518	2	206	990	5	11	50 33	32 90	
.....	17,000	426	10	335	10	140	75	45	65	218	44	95	400	1	6	65 00	35 00	
.....	7,800	321	9.7	258	9	33	56	52	108	130	1	43	355	3	3	36 96	33 67	
.....	40,000	685	10	528	21	197	117	70	123	342	27	97	700	2	9	75 00	36 00	
.....	3,200	200	9	174	.....	29	42	35	68	87	.....	12	180	2	1	40 00	35 00
.....	4,300	194	9.7	162	2	40	33	38	49	72	18	5	210	1	3	32 00	33 50	
.....	5,700	221	9.4	191	.....	48	39	29	75	97	3	35	255	.....	5	.....	32 28
.....	8,000	336	9	292	.....	65	67	59	101	162	.....	46	370	3	3	46 52	36 67
.....	5,800	445	9.5	390	49	92	66	58	125	243	18	45	485	2	8	42 50	29 70	
.....	1,700	76	10.5	74	6	22	14	19	13	38	.....	5	110	1	1	40 00	30 00
.....	1,600	73	9	78	.....	13	11	28	26	35	.....	12	115	1	2	30 00	27 50
.....	6,600	364	9.2	303	.....	100	89	40	74	182	2	36	410	5	2	36 18	31 94
.....	274,300	9,813	9.6	7,663	239	2,680	1556	1117	2071	4,740	536	1,658	8,869	43	117	50 59	33 42	

APPORTIONMENT
OF
SCHOOL MONEYS.

(231)

*Apportionment of School Moneys, by Districts, for the County of
ATLANTIC, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
ATLANTIC.									
Atlantic City.....	1	3,115	\$21,549 15	.....	\$238 34	\$8,000 00	\$5,000 00	\$13,000 00	\$34,787 49
Absecon.....	12	113	781 72	.....	9 04	300 00	350 00	650 00	1,440 76
Egg Harbor City...	47	443	3,064 62	.....	30 44	1,000 00	* 850 00	1,850 00	4,945 06
Hammonton.....	48	632	4,372 03	.....	45 56	1,700 00	1,100 00	2,800 00	7,217 59
*Somers Point.....	6	60	415 07	.....	4 80	100 00	100 00	200 00	679 87
Brigantine.....	2	22	275 00	.....	1 76	100 00	100 00	200 00	476 76
PLEASANT- VILLE.									
South Absecon.....	14	50	375 00	\$75 00	4 00	.....	.....	.....	454 00
*Pleasantville.....	15	143	989 26	214 50	11 44	200 00	600 00	800 00	2,415 20
*Smith's Landing..	16	223	1,542 69	334 50	17 84	150 00	100 00	250 00	2,145 23
		416	2,906 95	624 00	33 28	350 00	700 00	1,050 00	4,614 23
LINWOOD.									
Linwood.....	19	89	615 70	133 50	7 12	.....	.....	.....	756 32
Seaview.....	20	61	422 00	91 50	4 88	.....	.....	.....	518 38
		150	1,037 70	225 00	12 00	.....	.....	.....	1,274 70
GALLOWAY.									
Leeds Point.....	3	68	470 42	150 00	5 44	.....	.....	.....	625 86
Smithville.....	4	66	456 58	125 00	5 28	.....	.....	.....	586 86
Port Republic.....	5	126	871 66	285 00	10 08	150 00	50 00	200 00	1,366 74
Germania.....	8	82	567 27	200 00	6 56	100 00	75 00	175 00	948 83
Centreville.....	9	62	428 91	120 00	4 96	.....	.....	.....	553 87
Oceanville.....	10	36	275 00	90 00	2 88	.....	.....	.....	367 88
North Absecon.....	11	34	275 00	90 00	2 72	.....	.....	.....	367 72
*Pomona.....	13	63	435 83	90 00	5 04	.....	75 00	75 00	605 87
*Egg Harbor City..				50 00	.....	.....	.....	.....	50 00
		537	3,780 67	1,200 00	42 98	250 00	200 00	450 00	5,473 61
EGG HARBOR.									
Bakersville.....	17	94	650 28	141 00	7 52	50 00	.....	50 00	848 80
Bargaintown.....	18	45	375 00	67 50	3 60	.....	.....	.....	446 10
Steelmanville.....	21	45	375 00	67 50	3 60	.....	.....	.....	446 10
Scullyville.....	22	108	747 13	162 00	8 64	.....	.....	.....	917 77
English Creek.....	23	48	375 00	72 00	3 84	.....	25 00	25 00	475 84
*Pomona.....				30 00	.....	.....	.....	.....	30 00
*Somers Point.....				12 00	.....	.....	.....	.....	12 00
*Pleasantville.....				15 00	.....	.....	.....	.....	15 00
*Smith's Landing..				30 00	.....	.....	.....	.....	30 00
		340	2,522 41	597 00	27 20	50 00	25 00	75 00	3,221 61

* In two townships.

*Apportionment of School Moneys, by Districts, for the County of
ATLANTIC, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Atlantic—Con.									
WEYMOUTH.									
Estellville.....	24	48	\$375 00	\$30 00	\$3 84				\$408 84
Hawkinsville.....	25	17	275 00	25 00	1 36				301 36
Tuckahoe.....	26	61	422 00	40 00	4 88		\$100 00	\$100 00	566 88
Head of River.....	27	16	275 00	5 00	1 28				281 28
		142	1,347 00	100 00	11 36		100 00	100 00	1,558 36
BUENA VISTA.									
East Vineland.....	28	44	275 00	95 00	3 52				373 52
Oak Road.....	29	62	428 91	60 00	4 96				493 87
Richland.....	30	83	574 20	70 00	6 64				650 84
Buena.....	32	44	275 00	95 00	3 52				373 52
Newtonville.....	33	31	275 00	130 00	2 48				407 48
Folsom.....	34	51	375 00	80 00	4 08				459 08
*Vine Road.....				40 00					40 00
*Downtown.....				30 00					30 00
		315	2,203 11	600 00	25 20				2,828 31
HAMILTON.									
*Da Costa.....	35	23	275 00	80 00	1 84				356 84
Weymouth.....	36	37	275 00	90 00	2 96				367 96
Mays Landing.....	38	296	2,047 70	500 00	23 68	100 00	150 00	250 00	2,821 58
Gravelly Run.....	39	46	375 00	90 00	3 68				468 68
Carmantown.....	40	13	275 00	40 00	1 04				316 04
		415	3,247 70	800 00	33 20	100 00	150 00	250 00	4,330 90
MULLICA.									
Nesco.....	42	58	401 24	70 00	4 64				475 88
*Pleasant Mills.....	43	43	275 00	100 00	3 44				378 44
Elwood.....	44	85	588 02	180 00	6 80	100 00	75 00	175 00	949 82
Agricultural.....	45	42	275 00	60 00	3 36				338 36
Weeksville.....	46	10	275 00	50 00	80				325 80
*Da Costa.....	35			40 00					40 00
		238	1,814 26	500 00	19 04	100 00	75 00	175 00	2,508 30

* In two townships.

*Apportionment of School Moneys, by Districts, for the County of
ATLANTIC, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Atlantic—Con.									
Summary.									
Atlantic City.....	3,115	\$21,549 15		\$238 34	\$8,000 00	\$5,000 00	\$13,000 00	\$34,787 49	
Absecon.....	113	781 72		9 04	300 00	350 00	650 00	1,440 76	
Egg Harbor City...	443	3,064 62		30 44	1,000 00	850 00	1,850 00	4,945 06	
Hammonton.....	632	4,372 03		45 56	1,700 00	1,100 00	2,800 00	7,217 59	
Somers Point.....	60	415 07		4 80	100 00	100 00	200 00	619 87	
Brigantine.....	22	275 00		1 76	100 00	100 00	200 00	476 76	
Pleasantville.....	416	2,906 95	\$624 00	33 28	350 00	700 00	1,050 00	4,614 23	
Linwood.....	150	1,037 70	225 00	12 00				1,274 70	
Galloway.....	537	3,780 67	1,200 00	42 96	250 00	200 00	450 00	5,473 63	
Egg Harbor.....	340	2,522 41	597 00	27 20	50 00	25 00	75 00	3,221 61	
Weymouth.....	142	1,347 00	100 00	11 36		100 00	100 00	1,558 36	
Buena Vista.....	315	2,203 11	600 00	25 00				2,828 31	
Hamilton.....	415	3,247 70	800 00	33 20	100 00	150 00	250 00	4,330 90	
Mullica.....	238	1,814 26	500 00	19 04	100 00	75 00	175 00	2,508 30	
	6,938	49,317 39	4,646 00	534 18	12,050 00	8,750 00	20,800 00	75,297 57	

*Apportionment of School Moneys, by Districts, for the County of
BERGEN, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
BERGEN.									
RIDGEFIELD.									
Edgewater.....	1	260	\$1,254 35		\$37 57	\$800 00	\$3,700 00	\$4,500 00	\$5,791 92
Fort Lee.....	2	396	1,910 46		57 22	350 00	900 00	1,250 00	3,217 68
Coytesville.....	3	141	694 71		20 81	500 00	325 00	825 00	1,540 52
Fairview.....	4	132	733 30		21 96	1,100 00	100 00	1,200 00	1,955 26
Ridgefield.....	4½	67	365 32		9 68	500 00	500 00	1,000 00	1,375 00
Lower Teaneck.....	5	85	410 07		12 28	100 00	200 00	300 00	722 35
Leonia.....	6	173	834 62		25 00	900 00	100 00	1,000 00	1,859 62
Ridgefield Park.....	63	156	752 61		22 54	650 00	6,549 00	7,199 00	7,974 15
		1,433	6,955 44		207 06	4,900 00	12,374 00	17,274 00	24,436 50
ENGLEWOOD.									
Englewood.....	7	866	4,177 94		125 13	3,980 00	3,020 00	7,000 00	11,303 07
Highland.....	8	125	603 05		18 06		800 00	800 00	1,421 11
Upper Teaneck.....	9	135	651 29		19 51	725 00	275 00	1,000 00	1,670 80
New Bridge.....	10	57	366 76		8 24	375 00	225 00	600 00	975 00
		1,183	5,799 04		170 94	5,080 00	4,320 00	9,400 00	15,369 98
PALISADE.									
Schraalenburg.....	11	85	410 07		12 28	1,000 00	1,350 00	2,350 00	2,772 85
Bergenfield.....	67	87	419 73		12 57	800 00	400 00	1,200 00	1,632 30
Tenafly.....	12	252	1,215 75		36 41	700 00	900 00	1,600 00	2,852 16
Cresskill.....	13	114	549 98		16 47	300 00	200 00	500 00	1,066 45
		538	2,593 53		77 73	2,800 00	2,850 00	5,650 00	8,323 26
HARRINGTON.									
Demarest.....	14	67	365 32		9 68	125 00	75 00	200 00	575 00
Closter.....	15	206	993 83		29 77	1,200 00	100 00	1,300 00	2,323 60
Alpine.....	16	85	410 07		12 28	200 00	100 00	300 00	722 35
Old Closter.....	17	52	367 49		7 51	325 00	275 00	600 00	975 00
Norwood.....	18	146	704 37		21 10	75 00	125 00	200 00	925 47
Old Tappan.....	19	92	443 85		13 29	250 00	100 00	350 00	807 14
		648	3,284 93		93 63	2,175 00	775 00	2,950 00	6,328 56
WASHINGTON.									
River Vale.....	20	55	367 05		7 95		100 00	100 00	475 00
Old Hook.....	21	65	365 61		9 39				375 00
Westwood.....	21½	149	718 83		21 53	459 00	41 00	500 00	1,240 36
Eastwood.....	68	90	434 19		13 01	200 00	1,800 00	2,000 00	2,447 20
Hillsdale.....	22	89	429 37		12 86	200 00	125 00	325 00	767 23
Hillsdale Terrace..	69	76	366 65		10 98	250 00	5,250 00	5,500 00	5,877 63
Pascack.....	23	210	1,013 13		30 34	250 00	2,485 18	2,735 18	3,778 65
		734	3,694 83		106 06	1,359 00	9,801 18	11,160 18	14,961 07

*Apportionment of School Moneys, by Districts, for the County of
BERGEN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Bergen—Con.									
MIDLAND.									
Paramus.....	26	80	\$385 95	.....	211 56	\$50 00	\$50 00	\$100 00	\$497 51
Arcola.....	27	89	429 37	.....	12 86	150 00	125 00	275 00	717 23
Spring Valley.....	28	110	530 68	.....	15 90	.....	450 00	450 00	996 58
Oradell.....	29	179	863 57	.....	25 86	500 00	150 00	650 00	1,539 43
River Edge.....	30	99	477 62	.....	14 30	200 00	150 00	350 00	841 92
		557	2,687 19	.....	80 48	900 00	925 00	1,825 00	4,592 67
NEW BARBADOES.									
State Street.....	31	535	2,586 01	.....	77 31	3,600 00	1,600 00	5,200 00	7,858 37
Union Street.....	32	590	2,846 40	.....	85 25	3,900 00	.....	3,900 00	6,831 65
Hudson Street.....	33	386	1,862 22	.....	55 78	800 00	800 00	1,600 00	3,518 00
Cherry Hill.....	51	73	364 45	.....	10 55	325 00	415 00	740 00	1,115 00
		1,584	7,654 13	.....	228 89	\$,625 00	2,815 00	11,440 00	19,323 02
LODI.									
Little Ferry.....	33½	193	931 11	.....	27 89	450 00	300 00	750 00	1,709 00
Moonachie.....	34	57	1,366 76	.....	8 24	.....	150 00	150 00	525 00
Lodi.....	35	321	1,548 63	.....	46 35	.....	300 00	300 00	1,895 01
Hasbrouck Hgts.	35½	73	364 45	.....	10 55	800 00	287 50	1,087 50	1,462 50
Woodridge.....	36	293	1,413 56	.....	42 34	1,000 00	400 00	1,400 00	2,855 90
Carlstadt.....	37	332	1,601 70	.....	47 97	750 00	710 00	1,460 00	3,109 67
Passaic Park.....	66	158	762 26	.....	22 83	500 00	13,450 00	13,950 00	14,735 09
		1,427	6,988 47	.....	206 20	3,500 00	15,597 50	19,097 50	26,292 17
UNION.									
Kingsland.....	38	98	472 79	.....	14 16	150 00	200 00	350 00	836 95
N. Belleville Bdge.	39	347	1,674 07	.....	50 14	1,700 00	800 00	2,500 00	4,224 21
		445	2,146 86	.....	64 30	1,850 00	1,000 00	2,850 00	5,061 16
Rutherford.....	40	606	2,923 59	.....	87 57	5,600 00	17,175 00	22,775 00	25,786 16
BOILING SPRINGS.									
North Rutherford.	40½	402	1,939 41	.....	58 09	1,200 00	300 00	1,500 00	3,497 50
East Passaic.....	41	79	381 13	.....	11 42	200 00	2,900 00	3,100 00	3,492 55
		481	2,320 54	.....	69 51	1,400 00	3,200 00	4,600 00	6,990 05

*Apportionment of School Moneys, by Districts, for the County of
BERGEN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Bergen—Con.									
SADDLE RIVER									
Garfield.....	42	400	\$1,929 76	.....	\$57 80	\$1,050 00	\$825 00	\$1,875 00	\$3,862 56
Dundee Lake.....	42½	76	366 65	.....	10 98	50 00	150 00	200 00	577 63
Fairlawn.....	43	61	366 19	.....	8 81	100 00	100 00	200 00	575 00
Rochelle Park.....	65	62	366 04	.....	8 96	175 00	5,200 00	5,375 00	5,750 00
		599	3,028 64	.....	86 55	1,375 00	6,275 00	7,650 00	10,765 19
RIDGEWOOD.									
Ridgewood Grove.....	44	118	569 28	.....	17 05	.....	150 00	150 00	736 33
Paramus Church....	45	81	390 77	.....	11 70	350 00	350 00	700 00	1,102 47
Ridgewood.....	61	254	1,225 40	.....	36 70	1,550 00	900 00	2,450 00	3,712 10
		453	2,185 45	.....	65 45	1,900 00	1,400 00	3,300 00	5,550 90
FRANKLIN.									
Midland Park.....	46	405	1,953 88	.....	58 52	350 00	1,000 00	1,350 00	3,362 40
Union.....	47	51	367 63	.....	7 37	.....	.....	.....	375 00
Wyckoff.....	48	57	366 76	.....	8 24	.....	.....	.....	375 00
Sicomac.....	49	50	367 77	.....	7 23	.....	.....	.....	375 00
Western.....	50	64	365 75	.....	9 25	.....	.....	.....	375 00
Oakland.....	52	105	506 57	.....	15 17	.....	.....	.....	521 74
Campgaw.....	53	47	368 21	.....	6 79	.....	.....	.....	375 00
		779	4,296 57	.....	112 57	350 00	1,000 00	1,350 00	5,759 14
ORVIL.									
Chestnut Ridge.....	24	45	368 50	.....	6 50	30 00	415 00	445 00	820 00
Saddle Riv. Valley	25	87	419 73	.....	12 57	150 00	50 00	200 00	632 30
Hohokus.....	54	113	545 16	.....	16 33	.....	150 00	150 00	711 49
Waldwick.....	64	58	366 62	.....	8 38	200 00	.....	200 00	575 00
Allendale.....	55	98	472 79	.....	14 16	150 00	300 00	450 00	936 95
Upper Saddle Riv.	59	69	365 03	.....	9 97	.....	.....	.....	375 00
		470	2,537 83	.....	67 91	530 00	915 00	1,445 00	4,050 74
HOHOKUS.									
Ramseys.....	56	199	960 06	.....	28 76	450 00	6,100 00	6,550 00	7,538 82
Darlington.....	57	109	525 86	.....	15 75	125 00	.....	125 00	666 61
Mahwah.....	58	93	448 67	.....	13 44	.....	.....	.....	462 11
Masonius.....	60	45	368 50	.....	6 50	.....	50 00	50 00	425 00
Riverdale.....	62	40	269 22	.....	5 78	.....	125 00	125 00	400 00
		486	2,572 31	.....	70 23	575 00	6,275 00	6,850 00	9,492 54

*Apportionment of School Moneys, by Districts, for the County of
BERGEN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Bergen—Con. Summary.									.
Ridgefield.....	1,433	\$6,955 44		\$207 06	\$4,900 00	\$12,374 00	\$17,274 00	\$24,436 50	
Euglewood.....	1,183	5,799 04		170 94	5,080 00	4,320 00	9,400 00	15,369 98	
Palisade.....	538	2,595 53		77 73	2,800 00	2,850 00	5,650 00	8,323 26	
Harrington.....	648	3,284 93		93 63	2,175 00	775 00	2,950 00	6,328 56	
Washington.....	734	3,694 83		106 06	1,359 00	9,801 18	11,160 18	14,961 07	
Midland.....	557	2,687 19		80 48	900 00	925 00	1,825 00	4,592 67	
New Barbadoes.....	1,584	7,654 13		228 89	8,625 00	2,815 00	11,440 00	19,323 02	
Lodi.....	1,427	6,988 47		206 20	3,500 00	15,597 50	19,097 50	26,292 17	
Union.....	445	2,146 86		64 30	1,850 00	1,000 00	2,850 00	5,061 16	
Rutherford.....	606	2,923 59		87 57	5,600 00	17,175 00	22,775 00	25,786 16	
Boiling Springs.....	481	2,320 54		69 51	1,400 00	3,200 00	4,600 00	6,990 05	
Saddle River.....	599	3,028 64		86 55	1,375 00	6,275 00	7,650 00	10,765 19	
Ridgewood.....	453	2,185 45		65 45	1,900 00	1,400 00	3,300 00	5,550 90	
Franklin.....	779	4,296 57		112 57	350 00	1,000 00	1,350 00	5,759 14	
Orvil.....	470	2,537 83		67 91	530 00	915 00	1,445 00	4,050 74	
Hohokus.....	486	2,572 31		70 23	575 00	6,275 00	6,850 00	9,492 54	
	12,423	61,671 35		1,795 08	42,919 00	86,697 68	129,616 68	193,083 11	

*Apportionment of School Moneys, by Districts, for the County of
BURLINGTON, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
BURLINGTON.									
Union.....	1	1,672	\$8,261 83	.....	\$480 19	.....	.....	.....	\$8,742 02
Trick.....	2	92	454 60	.....	26 42	.....	.....	.....	481 02
Mitchell.....	3	52	360 07	.....	14 93	.....	\$150 00	\$150 00	525 00
Oakland.....	4	57	358 63	.....	16 37	.....	.....	.....	375 00
		1,873	9,435 13	.....	537 91	.....	150 00	150 00	10,123 04
FLORENCE.									
Florence.....	5	403	1,991 34	.....	115 74	.....	400 00	400 00	2,507 08
Lloyd.....	6	71	354 61	.....	20 39	.....	.....	.....	375 00
Lower Mansfield...	7	38	264 09	.....	10 91	.....	.....	.....	275 00
		512	2,610 04	.....	147 04	.....	400 00	400 00	3,157 08
MANSFIELD.									
Grove.....	8	59	358 06	.....	16 94	.....	.....	.....	375 00
Columbus.....	9	172	849 90	.....	49 40	.....	312 50	312 50	1,211 80
Georgetown.....	10	59	358 06	.....	16 94	.....	.....	.....	375 00
Mansfield.....	11	50	360 64	.....	14 36	.....	.....	.....	375 00
Three Tuns.....	12	88	434 83	.....	25 27	.....	.....	.....	460 10
		428	2,361 49	.....	122 91	.....	312 50	312 50	2,796 90
BORDENTOWN.									
Mansfield Square..	13	48	361 22	.....	13 78	.....	100 00	100 00	475 00
Fieldsborough.....	14	167	825 20	.....	47 96	.....	.....	.....	873 16
Bordentown.....	15	1,521	7,515 70	.....	436 82	.....	1,600 00	1,600 00	9,552 52
		1,736	8,702 12	.....	498 56	.....	1,700 00	1,700 00	10,900 68
BEVERLY.									
Beverly.....	16	600	2,964 77	.....	172 32	\$425 00	875 00	1,300 00	4,437 09
River.....	17	56	358 92	.....	16 08	.....	.....	.....	375 00
Delanco.....	18	141	696 73	.....	40 49	.....	1,500 00	1,500 00	2,237 22
		797	4,020 42	.....	228 89	425 00	2,375 00	2,800 00	7,049 31
CINNAMINSON.									
New Albany.....	21	58	358 34	.....	16 66	.....	.....	.....	375 00
Riverton.....	22	273	1,348 97	.....	78 40	.....	1,250 00	1,250 00	2,677 37
Cinnaminson.....	23	523	2,584 30	.....	150 20	.....	1,007 42	1,007 42	3,741 92
Westfield.....	24	181	894 37	.....	51 98	.....	.....	.....	946 35
		1,035	5,185 98	.....	297 24	.....	2,257 42	2,257 42	7,740 64

*Apportionment of School Moneys, by Districts, for the County of
BURLINGTON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Burlington— Con.									
DELRAN.									
Riverside	19	378	\$1,867 80	.....	\$108 56	.....	.....	.....	\$1,976 36
West Chester.....	20	90	444 71	.....	25 85	\$200 00	.....	\$200 00	670 56
Bridgeboro	25	115	568 25	.....	33 02	.....	\$200 00	200 00	801 27
Chesterville.....	26	50	360 64	.....	14 36	.....	.....	.....	375 00
		633	3,241 40	.....	181 79	200 00	200 00	400 00	3,823 19
CHESTER.									
Chesterford.....	27	55	359 21	.....	15 79	.....	.....	.....	375 00
Chester Brick.....	28	64	356 62	.....	18 38	.....	.....	.....	375 00
Moorestown.....	29	594	2,985 13	.....	170 59	.....	3,650 00	3,650 00	6,755 72
Poplar Grove.....	30	53	359 78	.....	15 22	.....	.....	.....	375 00
		766	4,010 74	.....	219 98	.....	3,650 00	3,650 00	7,880 72
WILLINGBORO.									
Town House.....	31	97	479 30	.....	27 86	.....	.....	.....	507 16
Rancocas.....	32	149	736 25	.....	42 79	.....	200 00	200 00	979 04
		246	1,215 55	.....	70 65	.....	200 00	200 00	1,486 20
WESTAMPTON.									
Timbuctoo	33	41	263 23	.....	11 77	.....	.....	.....	275 00
Union	34	79	390 36	.....	22 69	.....	.....	.....	413 05
		120	653 59	.....	34 46	.....	.....	.....	688 05
EASTAMPTON.									
Smithville.....	35	122	602 83	.....	35 04	230 83	889 17	1,120 00	1,757 87
Ewan ..	36	49	360 93	.....	14 07	.....	.....	.....	375 00
		171	963 76	.....	49 11	230 83	889 17	1,120 00	2,132 87
SPRINGFIELD.									
Scott.....	37	48	361 22	.....	13 78	.....	.....	.....	375 00
Willow Grove.....	38	58	358 34	.....	16 66	.....	.....	.....	375 00
Old Springfield.....	39	50	360 64	.....	14 36	.....	.....	.....	375 00
Mount	40	46	361 79	.....	13 21	.....	.....	.....	375 00
Juliestown.....	41	98	484 25	.....	28 14	.....	.....	.....	512 39
Jobstown.....	42	116	573 19	.....	33 21	.....	.....	.....	606 50
Springfield.....	43	51	360 35	.....	14 65	.....	.....	.....	375 00
		467	2,859 78	.....	134 11	.....	.....	.....	2,993 89

*Apportionment of School Moneys, by Districts, for the County of
BURLINGTON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Burlington— Con.									
CHESTER-FIELD.									
Sykesville.....	44	66	\$356 05	.....	\$18 95	.....	.....	.....	\$375 00
Recklesstown.....	45	68	355 47	.....	19 53	.....	.....	.....	375 00
Black's Bridge.....	46	49	360 93	.....	14 07	.....	.....	.....	375 00
Crosswicks.....	47	182	899 31	.....	52 27	.....	\$225 00	\$225 00	1,176 58
Extonville.....	48	74	365 66	.....	21 25	.....	.....	.....	386 91
NEW HANOVER.		439	2,337 42	.....	126 07	.....	225 00	225 00	2,688 49
Harrison.....	49	39	263 80	.....	11 20	.....	.....	.....	275 00
Jacobstown.....	50	71	354 61	.....	20 39	.....	.....	.....	375 00
Cookstown.....	51	99	489 19	.....	28 43	.....	.....	.....	517 62
Cranberry.....	51½	68	355 47	.....	19 53	.....	.....	.....	375 00
Wrightstown.....	52	78	385 42	.....	22 40	.....	.....	.....	407 82
Pointville.....	53	74	365 66	.....	21 25	.....	.....	.....	386 91
PEMBERTON.		429	2,214 15	.....	123 20	.....	.....	.....	2,337 35
New Hanover.....	54	24	268 11	.....	6 89	.....	.....	.....	275 00
Brown's Mills.....	55	94	464 48	.....	27 00	.....	800 00	800 00	1,291 48
New Lisbon.....	56	59	358 06	.....	16 94	.....	50 00	50 00	425 00
Coates.....	57	65	356 38	.....	18 67	850 00	.....	50 00	425 00
Pemberton.....	58	256	1,264 97	.....	73 52	400 00	.....	400 00	1,738 49
Magnolia.....	59	98	484 25	.....	28 14	.....	.....	.....	512 39
Birmingham.....	60	71	354 61	.....	20 39	.....	.....	.....	375 00
SOUTH-AMPTON.		667	3,550 81	.....	191 55	450 00	850 00	1,300 00	5,042 36
Lane.....	61	74	365 66	.....	21 25	.....	.....	.....	386 91
Buddtown.....	62	54	358 92	.....	16 08	.....	.....	.....	375 00
Vincentown.....	63	258	1,274 86	.....	74 09	.....	.....	.....	1,348 95
Retreat.....	64	64	356 62	.....	18 38	.....	.....	.....	375 00
Beaver Dam.....	65	49	360 93	.....	14 07	.....	.....	.....	375 00
Freedom.....	66	45	362 08	.....	12 92	.....	.....	.....	375 00
LUMBERTON.		546	3,079 07	.....	156 79	.....	.....	.....	3,235 86
Eayerstown.....	67	52	360 07	.....	14 93	.....	.....	.....	375 00
Lumberton.....	69	148	731 31	.....	42 50	.....	.....	.....	773 81
Fostertown.....	70	35	264 95	.....	10 05	.....	.....	.....	275 00
Hainesport.....	71	105	518 94	.....	30 15	.....	.....	.....	549 09
Easton.....	72	55	359 21	.....	15 79	.....	280 00	280 00	655 00
		395	2,234 48	.....	113 42	.....	280 00	280 00	2,627 90

*Apportionment of School Moneys, by Districts, for the County of
BURLINGTON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Burlington— Con.									
NORTH- AMPTON.									
Mount Holly.....	73	1,263	\$6,240 85	.....	\$362 72	\$3,000 00	.....	\$3,000 00	\$9,603 57
MOUNT LAUREL.									
Centreton.....	74	93	459 54	.....	26 71	.....	.....	.....	486 25
Hartford.....	76	71	354 61	.....	20 39	.....	.....	.....	375 00
Green Grove.....	77	58	358 34	.....	16 66	.....	.....	.....	375 00
Fellowship.....	78	69	355 18	.....	19 82	.....	.....	.....	375 00
Mount Laurel.....	80	132	685 42	.....	36 06	.....	.....	.....	721 48
		423	2,213 09	.....	119 64	.....	.....	.....	2,332 73
EVESHAM.									
London Grove.....	79	81	400 25	.....	23 26	.....	.....	.....	423 51
Pine Grove.....	81	86	424 95	.....	24 70	.....	.....	.....	449 65
Marlton.....	82	137	676 96	.....	39 34	.....	\$200 00	200 00	916 30
Jacques Bridge.....	83	57	356 63	.....	16 37	.....	.....	.....	375 00
Milford	84	110	543 54	.....	31 59	.....	100 00	100 00	675 13
		471	2,404 33	.....	135 26	.....	300 00	300 00	2,839 59
MEDFORD.									
Cross Roads.....	85	82	405 18	.....	23 55	.....	.....	.....	428 73
Eastern.....	86	68	355 47	.....	19 53	.....	.....	.....	375 00
Medford.....	87	284	1,403 33	.....	81 56	.....	.....	.....	1,484 89
Chairville.....	88	28	266 96	.....	8 04	.....	.....	.....	275 00
Oak Grove.....	89	61	357 48	.....	17 52	.....	.....	.....	375 00
		523	2,788 42	.....	150 20	.....	.....	.....	2,938 62
SHAMONG.									
Tabernacle.....	90	61	357 48	.....	17 52	.....	.....	.....	375 00
Free Soil.....	91	46	361 79	.....	13 21	.....	.....	.....	375 00
Hartford.....	92	73	360 72	.....	20 96	.....	.....	.....	381 68
Union.....	93	65	356 33	.....	18 67	.....	.....	.....	375 00
Atsion.....	94	24	268 11	.....	6 89	.....	.....	.....	275 00
		269	1,704 43	.....	77 25	.....	.....	.....	1,781 68
WOODLAND.									
Jones Mills.....	95	36	264 66	.....	10 34	.....	.....	.....	275 00
Woodmansie.....	96	45	362 08	.....	12 92	.....	.....	.....	375 00
Mount Relief.....	97	9	372 42	.....	2 58	.....	.....	.....	275 00
		90	899 16	.....	25 84	.....	.....	.....	925 00

*Apportionment of School Moneys, by Districts, for the County of
BURLINGTON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Burlington— Con.									
WASHINGTON.									
Batsto.....		13			\$3 73				\$3 73
Crowleytown.....	98	46	\$361 79		13 21		\$75 00	\$75 00	450 00
Green Bank.....	99	46	361 79		13 21				375 00
		105	723 58		30 15		75 00	75 00	828 73
RANDOLPH.									
Bridgeport.....	100	33	265 52		9 48				275 00
Lower Bank.....	101	29	266 67		8 33		209 00	209 00	484 00
Friendship.....	102	15	270 69		4 31				275 00
Washington.....	103	15	270 69		4 31				275 00
		92	1,073 57		26 43		209 00	209 00	1,309 00
BASS RIVER.									
Harrisville.....	104	19	269 54		5 46				275 00
Union Hill.....	105	41	263 23		11 77				275 00
Bass River.....	106	52	360 07		14 93				375 00
New Gretna.....	107	63	356 91		18 09				375 00
East Bass River.....	108	52	360 07		14 93				375 00
		227	1,609 82		65 18				1,675 00

*Apportionment of School Moneys, by Districts, for the County of
BURLINGTON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Burlington— Con.									
Summary.									
Burlington	1,873	\$9,435 13		\$537 91		\$150 00	\$150 00	\$10,123 04	
Florence	512	2,610 04		147 04		400 00	400 00	3,157 08	
Mansfield	428	2,361 49		122 91		312 50	312 50	2,796 90	
Bordentown	1,736	8,702 12		498 56		1,700 00	1,700 00	10,900 68	
Beverly	797	4,020 42		228 89	\$425 00	3,375 00	2,800 00	7,049 31	
Cinnaminson	1,035	5,185 98		297 24		3,257 42	3,257 42	7,740 64	
Delran	633	3,241 40		181 79	200 00	200 00	400 00	3,823 19	
Chester	766	4,010 74		219 98		3,650 00	3,650 00	7,880 72	
Willingboro	246	1,215 55		70 65		200 00	200 00	1,486 20	
Westampton	120	653 59		34 46				688 05	
Eastampton	171	963 76		49 11	230 83	889 17	1,120 00	2,132 87	
Springfield	467	2,859 78		134 11				2,993 89	
Chesterfield	439	2,337 42		126 07		225 00	225 00	2,688 49	
New Hanover	429	2,214 15		123 20				2,337 35	
Pemberton	667	3,550 81		191 55	450 00	850 00	1,300 00	5,042 36	
Southampton	546	3,079 07		156 79				3,235 86	
Lumberton	395	2,234 48		113 42		280 00	280 00	2,627 90	
Northampton	1,263	6,240 85		362 72	3,000 00		3,000 00	9,603 57	
Mount Laurel	423	2,213 09		119 64				2,332 73	
Evesham	471	2,404 33		135 26		300 00	300 00	2,839 59	
Medford	523	2,788 42		150 20				2,938 62	
Shamong	269	1,704 43		77 25				1,781 68	
Woodland	90	899 16		25 84				925 00	
Washington	105	723 58		30 15		75 00	75 00	828 73	
Randolph	92	1,073 57		26 43		209 00	200 00	1,309 00	
Bass River	227	1,609 82		65 18				1,675 00	
	14,723	78,333 18		4,226 35	4,305 83	14,073 09	18,378 92	100,938 45	

*Apportionment of School Moneys, by Districts, for the County of
CAMDEN, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
CAMDEN.									
Camden City.....	1	18,245	\$63,729 54	.....	\$1,062 82	100,000 00	\$25,347 85	125,347 85	190,140 21
Gloucester City.....	2	1,937	6,765 94	.....	112 86	.....	2,105 00	2,105 00	8,983 80
Merchantville.....	5	415	1,449 61	.....	24 19	1,050 00	2,305 00	3,355 00	4,828 80
STOCKTON.									
Rosendale	4	963	3,363 73	.....	56 09	400 00	4,600 00	5,000 00	8,419 82
Wrightsville.....	43	575	2,008 45	.....	33 49	1,100 00	3,400 00	4,500 00	6,541 94
		1,538	5,372 18	.....	89 58	1,500 00	8,000 00	9,500 00	14,961 76
PENNSAUKEN.									
Union	3	339	1,184 11	.....	19 75	1,000 00	1,600 00	2,600 00	3,803 86
Greenville	6	100	369 17	.....	5 83	.....	200 00	200 00	575 00
		439	1,553 28	.....	25 58	1,000 00	1,800 00	2,800 00	4,378 86
DELAWARE.									
Ellisburg.....	7	79	370 40	.....	4 60	300 00	250 00	550 00	925 00
Hillman.....	8	34	273 02	.....	1 98	200 00	.....	200 00	475 00
Horner.....	9	38	272 79	.....	2 21	75 00	75 00	150 00	425 00
		151	916 21	.....	8 79	575 00	275 00	900 00	1,825 00
HADDON.									
Champion.....	10	47	372 26	.....	2 74	.....	200 00	200 00	575 00
Westmont.....	11	114	398 20	.....	6 64	200 00	200 00	400 00	804 84
Haddonfield.....	12	591	2,064 34	.....	34 43	3,700 00	2,000 00	5,700 00	7,798 77
Collingswood.....	46	209	730 03	.....	12 17	1,325 00	675 00	2,000 00	2,742 20
Newton.....	47	27	273 44	.....	1 56	75 00	300 00	375 00	650 00
		988	3,838 27	.....	57 54	5,300 00	3,375 00	8,675 00	12,570 81
CENTRE.									
Mount Ephraim....	13	103	369 00	.....	6 00	400 00	300 00	700 00	1,075 00
Greenland.....	15	277	967 56	.....	16 13	150 00	350 00	500 00	1,483 69
Hillside.....	16	62	371 39	.....	3 61	.....	75 00	75 00	450 00
		442	1,707 95	.....	25 74	550 00	725 00	1,275 00	3,008 69
GLOUCESTER.									
Somerville.....	17	70	370 92	.....	4 08	50 00	50 00	100 00	475 00
Chew's Landing....	18	57	371 68	.....	3 32	.....	100 00	100 00	475 00
Laurel.....	19	58	371 63	.....	3 37	40 00	40 00	80 00	455 00
Merchantville.....	20	46	372 32	.....	2 68	.....	.....	.....	375 00
Blackwood.....	21	130	454 08	.....	7 57	500 00	.....	500 00	961 65
Spring Mills.....	22	53	371 91	.....	3 09	50 00	.....	50 00	425 00
Davisville.....	23	40	272 67	.....	2 33	.....	25 00	25 00	300 00
Clementon.....	24	178	621 75	.....	10 37	260 00	120 00	380 00	1,012 12
Cheesman.....	25	65	371 21	.....	3 79	.....	20 00	20 00	395 00
Union Valley.....	44	53	371 91	.....	3 09	.....	.....	.....	375 00
Magnolia.....	48	52	371 97	.....	3 03	.....	.....	.....	375 00
		802	4,322 05	.....	46 72	900 00	355 00	1,255 00	5,623 77

*Apportionment of School Moneys, by Districts, for the County of
CAMDEN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Camden—Con.									
WATERFORD.									
Glendale	26	53	\$371 91	.....	\$3 09	\$50 00	\$125 00	\$175 00	\$550 00
Gibbsboro	27	97	369 35	.....	5 65	125 00	225 00	350 00	725 00
Milford	28	32	273 14	.....	1 86	60 00	40 00	100 00	375 00
Berlin	30	258	901 18	.....	15 03	450 00	700 00	1,150 00	2,066 21
Atco	31	117	408 68	.....	6 82	169 20	130 80	300 00	715 50
Jackson	32	56	371 74	.....	3 26	.....	150 00	150 00	525 00
Waterford	33	74	370 69	.....	4 31	.....	.....	.....	375 00
Parkdale	42	21	273 78	.....	1 22	.....	100 00	100 00	375 00
		708	3,340 47	.....	41 24	854 20	1,470 80	2,325 00	5,706 71
WINSLOW.									
Tansboro, North...	34	54	371 86	.....	3 14	.....	.....	.....	375 00
Sicklerville	35	46	372 31	.....	2 69	.....	.....	.....	375 00
Tansboro	36	58	371 63	.....	3 37	.....	.....	.....	375 00
Pump Branch	37	51	372 03	.....	2 97	.....	.....	.....	375 00
Bates Mills	38	27	273 43	.....	1 57	.....	100 00	100 00	375 00
Ancora	39	49	372 15	.....	2 85	.....	.....	.....	375 00
Pine Grove	40	72	370 81	.....	4 19	75 00	100 00	175 00	550 00
Winslow	41	150	523 95	.....	8 74	.....	350 00	350 00	882 69
Cheselhurst	45	88	369 87	.....	5 13	.....	250 00	250 00	625 00
		595	3,398 04	.....	34 65	75 00	800 00	875 00	4,307 69
Summary.									
Camden City		18,245	63,729 54	.....	1,062 82	100,000 00	25,347 85	125,347 85	190,140 21
Gloucester City		1,937	6,765 94	.....	112 86	.....	2,105 00	2,105 00	8,983 80
Merchantville		415	1,449 61	.....	24 19	1,050 00	2,305 00	3,355 00	4,828 80
Stockton		1,538	5,372 18	.....	89 58	1,500 00	8,000 00	9,500 00	14,961 76
Pennsauken		439	1,553 28	.....	25 58	1,000 00	1,800 00	2,800 00	4,378 86
Delaware		151	916 21	.....	8 79	575 00	325 00	900 00	1,825 00
Haddon		988	3,838 27	.....	57 54	5,300 00	3,375 00	8,675 00	12,570 81
Centre		442	1,707 95	.....	25 74	550 00	725 00	1,275 00	3,008 69
Gloucester		802	4,322 05	.....	46 72	900 00	355 00	1,255 00	5,623 77
Waterford		708	3,340 47	.....	41 24	854 20	1,470 80	2,325 00	5,706 71
Winslow		595	3,398 04	.....	34 65	75 00	800 00	875 00	4,307 69
		26,260	96,393 54	.....	1,529 71	111,804 20	46,608 65	158,412 85	256,336 10

*Apportionment of School Moneys, by Districts, for the County of
CAPE MAY, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
CAPE MAY.									
UPPER.									
Beesley's Point.....	1	35	\$265 80	\$52 50	\$9 20	.....	\$265 00	\$265 00	\$592 50
Palermo	2	33	266 33	49 50	8 67	\$200 00	.....	200 00	524 50
Seaville.....	3	69	356 87	103 50	18 13	.....	.....	.....	478 50
Petersburg.....	4	73	355 82	109 50	19 18	.....	.....	.....	484 50
Tuckahoe.....	5	95	419 20	142 50	24 96	.....	.....	.....	586 66
Marshallville.....	6	33	266 33	49 50	8 67	.....	.....	.....	324 50
		338	1,930 35	507 00	88 81	200 00	265 00	465 00	2,991 16
DENNIS.									
Belle Plain.....	7	36	265 54	54 00	9 46	.....	.....	.....	329 00
West Creek.....	8	38	265 02	57 00	9 98	.....	.....	.....	332 00
East Creek.....	9	20	269 74	30 00	5 26	.....	.....	.....	305 00
Ludlam's.....	10	39	264 75	58 00	10 25	.....	.....	.....	333 50
Dennisville.....	11	80	353 98	120 00	21 02	.....	.....	.....	495 00
South Dennis.....	12	69	356 87	103 50	18 13	.....	.....	.....	478 50
Ocean View.....	13	92	405 97	138 00	24 17	.....	.....	.....	568 14
Clermont.....	14	59	359 50	88 50	15 50	.....	.....	.....	463 50
		433	2,541 37	649 50	113 77	.....	.....	.....	3,304 64
MIDDLE.									
Burleigh.....	15	26	268 17	.....	6 83	.....	.....	.....	275 00
Cape May C. H.....	16	177	781 04	.....	46 51	.....	560 00	560 00	1,387 55
Townsend's Inlet..	17	61	358 97	.....	16 03	37 50	37 50	75 00	450 00
Goshen.....	18	133	586 87	.....	34 95	150 00	200 00	350 00	971 82
Dias Creek.....	19	69	356 87	.....	18 13	.....	100 00	100 00	475 00
Green Creek.....	20	85	375 08	.....	22 33	150 00	.....	150 00	547 41
Rio Grande.....	21	80	353 98	.....	21 02	75 00	296 00	374 00	746 00
		631	3,080 98	.....	165 80	412 50	1,193 50	1,606 00	4,852 78
LOWER.									
Swaintown.....	22	60	359 23	.....	15 77	.....	135 00	135 00	510 00
Fishing Creek.....	23	43	263 70	.....	11 30	.....	125 00	125 00	400 00
Academy.....	24	54	360 81	.....	14 19	.....	50 00	50 00	425 00
Cold Spring.....	25	89	392 73	.....	23 38	.....	50 00	50 00	466 11
		246	1,376 47	.....	64 64	.....	360 00	360 00	1,801 11
West Cape May.....	26	205	904 60	.....	53 86	314 51	635 49	950 00	1,908 46
Cape May City.....	27	493	2,175 44	2,000 00	129 54	.....	.....	.....	4,304 98
Cape May Point....	28	61	358 97	.....	16 03	75 00	465 00	540 00	915 00
Ocean City.....	29	121	533 94	.....	31 79	860 00	517 00	1,377 00	1,942 73

*Apportionment of School Moneys, by Districts, for the County of
CAPE MAY, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Cape May—Con.									
Sea Isle City... ..	30	185	\$816 34	\$48 61	\$300 00	\$1,480 00	\$1,780 00	\$2,644 95
Holly Beach.....	31	62	358 71	16 29	375 00	100 00	475 00	850 00
Anglesea.....	32	45	363 18	11 82	300 00	300 00	675 00
Summary.									
Upper.....	338	1,930 35	\$507 00	88 81	200 00	265 00	465 00	2,991 16	
Dennis.....	433	2,541 37	649 50	113 77	.....	.....	.....	3,304 64
Middle.....	631	3,080 98	.....	165 80	412 00	1,193 50	1,606 00	4,852 78
Lower.....	246	1,376 47	.....	64 64	.....	360 00	360 00	1,801 11
West Cape May.....	205	904 60	.....	53 86	314 51	635 49	950 00	1,908 46
Cape May City.....	493	2,175 44	2,000 00	129 54	.....	.....	.....	4,304 98
Cape May Point.....	61	358 97	.....	16 03	75 00	465 00	540 00	915 00
Ocean City.....	121	533 94	.....	31 79	860 00	517 00	1,377 00	1,942 73
Sea Isle City.....	185	816 34	.....	48 61	300 00	1,480 00	1,780 00	2,644 95
Holly Beach.....	62	358 71	.....	16 29	375 00	100 00	475 00	850 00
Anglesea.....	45	363 18	.....	11 82	300 00	.....	300 00	675 00
		2,820	14,440 35	3,156 50	740 96	2,837 01	5,015 99	7,853 00	26,190 81

*Apportionment of School Moneys, by Districts, for the County of
CUMBERLAND, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
CUMBERLAND.									
DEERFIELD.									
Centre	1	46	\$368 30	.....	86 70	.....	.....	.....	8375 00
Union	2	57	366 80	.....	8 20	.....	.....	.....	375 00
Friendship	3	52	367 41	.....	7 59	.....	.....	.....	375 00
Woodruff	4	64	365 68	.....	9 32	.....	.....	.....	375 00
Jackson	5	46	368 30	.....	6 70	.....	.....	.....	375 00
Cohansey	6	68	365 06	.....	9 94	.....	.....	.....	375 00
Rosenhayn	7	192	776 62	.....	28 00	.....	\$100 00	\$100 00	904 62
Northville	8	46	368 30	.....	6 70	.....	.....	.....	375 00
Loder	63	52	367 41	.....	7 59	.....	.....	.....	375 00
Carmel	64	111	448 96	.....	16 20	.....	150 00	150 00	615 16
		734	4,162 84	.....	106 94	.....	250 00	250 00	4,519 78
DOWNE.									
Newport Neck	9	30	270 63	.....	4 37	.....	.....	.....	275 00
Newport	10	234	946 51	.....	34 10	\$412 97	237 03	650 00	1,630 61
Turkey Point	11	62	365 97	.....	9 03	.....	.....	.....	375 00
Dividing Creek	12	109	440 88	.....	15 88	300 00	100 00	400 00	856 76
Tom's Bridge	13	57	366 70	.....	8 30	.....	.....	.....	375 00
		492	2,390 69	.....	71 68	712 97	337 03	1,050 00	3,512 37
COMMERCIAL.									
North Port Norris	14	61	366 11	.....	8 89	.....	225 00	225 00	600 00
Haleyville	15	96	388 29	.....	13 99	150 00	50 00	200 00	602 28
Mauricetown	16	89	355 03	.....	12 97	375 00	75 00	450 00	825 00
Buckshutem	17	30	270 63	.....	4 37	116 56	.....	116 56	391 56
Baileytown	42	27	271 07	.....	3 93	.....	.....	.....	275 00
Port Norris	18	390	1,577 52	.....	56 82	500 00	300 00	800 00	2,434 34
		693	3,235 65	.....	100 97	1,141 56	650 00	1,791 56	5,128 18
FAIRFIELD.									
Fairton	19	212	857 52	.....	30 90	.....	551 01	551 01	1,439 43
Back Neck	20	52	367 43	.....	7 57	.....	2 07	2 07	377 07
Herring Row	23	50	367 72	.....	7 28	.....	17	17	375 17
Gouldtown	39	169	683 58	.....	24 62	.....	165 26	165 26	873 46
		483	2,276 25	.....	70 37	.....	718 51	718 51	3,065 13
LAWRENCE.									
Central	21	56	366 85	.....	8 15	249 09	.....	249 09	624 09
Cedarville	22	271	1,097 19	.....	39 45	1,031 72	.....	1,031 72	2,168 36
Centre Grove	24	39	269 32	.....	5 68	113 67	.....	113 67	388 67
Sayre's Neck	25	45	368 45	.....	6 55	.....	.....	.....	375 00
Jones Island	26	31	270 48	.....	4 52	.....	105 64	105 64	380 64
		442	2,372 29	.....	64 35	1,394 48	105 64	1,500 12	3,936 76

*Apportionment of School Moneys, by Districts, for the County of
CUMBERLAND, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Cumberland— Con.									
GREENWICH.									
Greenwich	27	117	\$473 24	.....	\$17 24	.....	\$525 00	\$525 00	\$1,015 48
Bacon's Neck	28	87	362 41	.....	12 59	.....	200 00	200 00	575 00
Head of Green'ch.	29	54	367 17	.....	7 83	.....	100 00	100 00	475 00
Springtown	30	81	363 28	.....	11 72	.....	59 82	59 82	434 82
		339	1,566 10	.....	49 38	.....	884 82	884 82	2,500 30
HOPEWELL.									
Dutch Neck	31	63	365 75	.....	9 25	.....	100 00	100 00	475 00
Lower Hopewell	32	57	366 63	.....	8 37	.....	.....	.....	375 00
Bowtown	33	80	363 26	.....	11 74	.....	.....	.....	375 00
Roadstown	34	53	367 20	.....	7 80	.....	.....	.....	375 00
Shiloh	35	151	610 72	.....	21 58	.....	258 87	258 87	891 17
Beebe Run	36	34	270 03	.....	4 97	.....	.....	.....	275 00
Harmony	37	31	270 46	.....	4 54	.....	.....	.....	275 00
West Branch	38	55	366 95	.....	8 05	.....	256 00	256 00	631 00
		524	2,981 00	.....	76 30	.....	614 87	614 87	3,672 17
LANDIS.									
Pleasantville	40	67	365 18	.....	9 82	.....	106 81	106 81	481 81
Spring Road	41	204	825 15	.....	30 12	\$100 00	890 30	990 30	1,845 57
South Vineland	43	172	695 70	.....	16 13	.....	692 31	692 31	1,404 14
Vineland	44	1,208	4,885 23	.....	184 01	2,500 00	10,241 74	12,741 74	17,810 98
Vine Road	46	50	367 69	.....	7 31	.....	2 86	2 86	377 86
Cooper's Mill	47	47	368 09	.....	6 91	.....	.....	.....	375 00
Kingman	48	67	365 18	.....	9 82	.....	.....	.....	375 00
North Vineland	49	45	368 33	.....	6 67	.....	94 00	94 00	469 00
New Italy	56	46	368 24	.....	6 76	.....	.....	.....	375 00
		1,906	8,608 79	.....	277 55	2,600 00	12,028 02	14,628 02	23,514 36
MAURICE RIVER.									
Budd's	50	49	367 86	.....	7 14	.....	.....	.....	375 00
Port Elizabeth	51	143	578 39	.....	20 83	.....	110 00	110 00	709 22
Leesburg	52	228	922 21	.....	33 21	.....	175 00	175 00	1,130 42
Heislerville	53	117	473 23	.....	17 04	.....	.....	.....	490 27
Ewing's Neck	54	68	365 09	.....	9 91	.....	.....	.....	375 00
West Creek	55	14	272 95	.....	2 05	.....	.....	.....	375 00
		619	2,979 73	.....	90 18	.....	285 00	285 00	3,354 91
STOW CREEK.									
Buttonwood	58	95	383 56	.....	13 84	.....	.....	.....	397 40
Union	59	73	364 36	.....	10 64	.....	46 24	46 24	421 24
Town Hall	60	63	365 82	.....	9 18	.....	.....	.....	375 00
		231	1,113 74	.....	33 66	.....	46 24	46 24	1,193 64

*Apportionment of School Moneys, by Districts, for the County of
CUMBERLAND, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.†	Total amount received from all sources for public school purposes.
Cumberland — Con.									
City of Bridgeton..	61	2,988	\$12,089 11	.....	\$435 50	\$2,774 45	\$4,214 72	8,489 17	\$21,013 78
City of Millville....	62	2,668	10,795 26	.....	389 25	6,495 29	6,395 04	12,890 33	24,074 84
Summary.									
Deerfield.....		734	4,162 84	.....	106 94	.....	250 00	250 00	4,519 78
Downe.....		492	2,390 69	.....	71 68	712 97	337 03	1,050 00	3,512 37
Commercial.....		693	3,235 65	.....	100 97	1,141 56	650 00	1,791 56	5,128 18
Fairfield.....		483	2,276 25	.....	70 37	.....	718 51	718 51	3,065 13
Lawrence.....		442	2,372 29	.....	64 35	1,394 48	105 64	1,500 12	3,936 76
Greenwich.....		339	1,566 10	.....	49 38	.....	884 82	884 82	2,500 30
Hopewell.....		524	2,981 00	.....	76 30	.....	614 97	614 87	3,672 17
Landis.....		1,906	8,608 79	.....	277 55	2,600 00	12,028 02	14,628 02	23,514 36
Maurice River.....		619	2,979 73	.....	90 18	.....	285 00	285 00	3,354 91
Stow Creek.....		231	1,113 74	.....	33 66	.....	46 24	46 24	1,193 64
Bridgeton.....		2,988	12,089 11	.....	435 50	4,274 45	4,214 72	8,489 17	21,013 78
Millville.....		2,668	10,795 26	.....	389 25	6,495 29	6,395 04	12,890 33	24,074 84
		12,119	54,571 45	.....	1,766 13	16,618 75	26,529 89	43,148 64	99,486 22

*Apportionment of School Moneys, by Districts, for the County of
ESSEX, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
ESSEX.									
BELLEVILLE.									
Second River.....	3	873	\$5,607 41			\$500 00	\$2,350 00	\$2,850 00	\$8,457 41
FRANKLIN.									
Franklin	4	600	3,853 89			2,500 00	2,000 00	4,500 00	8,353 89
BLOOMFIELD.									
Brookdale.....	6	120	770 81				200 00	200 00	970 81
Central Union.....	7	1,828	11,741 47			13,000 00	3,000 00	16,000 00	27,741 47
		1,948	12,512 28			13,000 00	3,200 00	16,200 00	28,712 28
MONTCLAIR.									
Montclair	8	1,594	10,238 48			26,000 00	16,700 00	42,700 00	52,938 48
Washington.....	9	364	2,338 05				1,500 00	1,500 00	3,838 05
Upper Montclair...	10	172	1,104 81				2,500 00	2,500 00	3,604 81
		2,130	13,681 34			26,000 00	20,700 00	46,700 00	60,381 34
CALDWELL.									
Cedar Grove.....	11	109	700 15			150 00	75 00	225 00	925 15
Verona.....	12	159	1,021 31			850 00	600 00	1,450 00	2,471 31
Caldwell.....	13	258	1,657 19			2,550 00	600 00	3,150 00	4,807 19
North Caldwell.....	14	75	481 76			100 00	50 00	150 00	631 76
Fairfield	15	78	501 03			100 00		100 00	601 03
Clinton.....	16	36	275 00			150 00	75 00	225 00	500 00
		715	4,636 44			3,900 00	1,400 00	5,300 00	9,936 44
LIVINGSTON.									
Roseland.....	19	103	661 61				200 00	200 00	861 61
Livingston	20	94	603 81				255 00	255 00	858 81
Squiertown.....	21	40	275 00			90 00	110 00	200 00	475 00
Northfield	22	79	507 48				200 00	200 00	707 48
Washington Place.	23	45	375 00				150 00	150 00	525 00
		361	2,422 90			90 00	915 00	1,005 00	3,427 90
MILLBURN.									
White Oak Ridge..	24	47	375 00			250 00	1,000 00	1,250 00	1,625 00
Washington.....	26	402	2,582 12			500 00	400 00	900 00	3,482 12
		449	2,957 12			750 00	1,400 00	2,150 00	5,107 12

*Apportionment of School Moneys, by Districts, for the County of
ESSEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Essex—Con.									
SOUTH ORANGE.									
Maplewood.....	27	208	\$1,336 04				\$1,700 00	\$1,700 00	\$3,036 04
Columbia.....	28	750	4,817 36				5,750 00	5,750 00	10,567 36
Vailsburg.....	29	283	1,817 78				1,000 00	1,000 00	2,817 78
Hilton.....	30	106	680 89				900 00	900 00	1,580 89
		1,347	8,652 07				9,350 00	9,350 00	18,002 07
CLINTON.									
Irvington.....	31	731	4,695 29				1,000 00	1,000 00	5,695 29
Lyons Farms.....	33	78	501 03				200 00	200 00	701 03
Waverly.....	34	71	456 07			\$100 00	200 00	300 00	756 07
		880	5,652 39			100 00	1,400 00	1,500 00	7,152 39
WEST ORANGE.									
St. Mark's.....	39	845	5,427 55			1,000 00	2,960 00	3,960 00	9,387 55
Pleasantdale.....	40	88	565 26				600 00	600 00	1,165 26
West Orange.....	41	88	565 26				200 00	200 00	765 26
South Mountain....	42	137	879 99			450 00	750 00	1,200 00	2,079 99
		1,158	7,438 06			1,450 00	4,510 00	5,960 00	13,398 06
Newark.....	43	57,454	369,033 38			19,079 61	200,770 39	219,850 00	588,883 38
Orange.....	44	5,522	35,468 46			2,863 10	5,136 90	8,000 00	43,468 46
East Orange.....	45	3,201	20,560 43				20,000 00	20,000 00	40,560 43
Summary.									
Belleville.....		783	5,607 41			500 00	2,350 00	2,850 00	8,457 41
Franklin.....		600	3,853 89			2,500 00	2,000 00	4,500 00	8,353 89
Bloomfield.....		1,948	12,512 28			13,000 00	3,200 00	16,200 00	28,712 28
Montclair.....		2,130	13,681 34			26,000 00	20,700 00	46,700 00	60,381 34
Caldwell.....		715	4,636 44			3,900 00	1,400 00	5,300 00	9,936 44
Livingston.....		361	2,422 90			90 00	915 00	1,005 00	3,427 90
Millburn.....		449	2,957 12			750 00	1,400 00	2,150 00	5,107 12
South Orange.....		1,347	8,652 07				9,350 00	9,350 00	18,002 07
Clinton.....		880	5,652 39			100 00	1,400 00	1,500 00	7,152 39
West Orange.....		1,158	7,438 06			1,450 00	4,510 00	5,960 00	13,398 06
Newark.....		57,454	369,033 38			19,079 61	200,770 39	219,850 00	588,883 38
Orange.....		5,522	35,468 46			2,863 10	5,136 90	8,000 00	43,468 46
East Orange.....		3,201	20,560 43				20,000 00	20,000 00	40,560 43
		76,638	492,476 17			70,232 71	273,132 20	343,365 00	835,841 17

*Apportionment of School Moneys, by Districts, for the County of
GLOUCESTER, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, firing, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
GLOUCESTER									
Woodbury.....	1	1,285	\$7,447 13	.....	\$301 45	\$9,000 00	.....	\$9,000 00	\$16,743 58
DEPTFORD.									
Almonesson.....	2	96	556 37	.....	22 52	.....	\$50 00	50 00	628 89
Monongahela.....	3	60	360 92	.....	14 08	.....	.....	.....	375 00
Wenonah.....	54	108	625 91	.....	25 34	400 00	400 00	800 00	1,451 25
Westville.....	61	182	1,054 77	.....	42 70	300 00	1,200 00	1,500 00	2,597 47
		446	2,597 97	.....	104 64	700 00	1,650 00	2,350 00	5,052 61
WEST DEPTFORD.									
Mantua Grove.....	4	76	452 07	.....	18 30	.....	.....	.....	470 37
Thoroughfare.....	5	125	724 43	.....	29 32	102 75	162 25	265 00	1,018 75
Red Bank.....	6	77	446 24	.....	18 06	100 00	.....	100 00	564 30
		278	1,622 74	.....	65 68	202 75	162 25	365 00	2,053 42
MANTUA.									
Mantua.....	9	135	782 38	.....	31 67	50 00	150 00	200 00	1,014 05
Knight's Run.....	10	64	370 91	.....	15 01	40 00	160 00	200 00	585 92
Emlin.....	11	49	363 51	.....	11 49	.....	.....	.....	375 00
Barnsboro.....	12	59	361 16	.....	13 84	75 00	65 00	140 00	515 00
Pitman.....	38	134	776 59	.....	31 43	200 00	400 00	600 00	1,408 02
		441	2,654 55	.....	103 44	365 00	775 00	1,140 00	3,897 99
GREENWICH.									
Gibbstown.....	15	127	736 02	.....	29 79	.....	200 00	200 00	965 81
Paulsboro.....	16	383	2,219 65	.....	89 85	.....	500 00	500 00	2,809 50
		510	2,955 67	.....	119 64	.....	700 00	700 00	3,775 31
EAST GREENWICH.									
Berkley.....	13	79	457 84	.....	18 53	.....	50 00	50 00	526 37
Greenwich.....	14	105	608 52	.....	24 63	.....	.....	.....	633 15
Clarksboro.....	17	68	394 09	.....	15 95	100 00	80 00	180 00	590 04
		252	1,460 45	.....	59 11	100 00	130 00	230 00	1,749 56
SOUTH HARRISON.									
Oak Grove.....	22	23	269 60	.....	5 40	.....	.....	.....	275 00
Cedar Grove.....	23	25	269 14	.....	5 86	.....	.....	.....	275 00
Harrisonville.....	24	88	510 00	.....	20 64	350 00	.....	350 00	880 64
Columbia.....	26	36	266 55	.....	8 45	50 00	.....	50 00	325 00
		172	1,315 29	.....	40 35	400 00	.....	400 00	1,755 64

*Apportionment of School Moneys, by Districts, for the County of
GLOUCESTER, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Gloucester— Con.									
HARRISON.									
Richwood.....	7	45	\$364 44	.....	\$10 56	\$75 00	\$75 00	\$150 00	\$525 00
Jefferson.....	8	87	504 21	.....	20 41	.....	90 00	90 00	614 62
Washington.....	18	38	266 09	.....	8 91	50 00	.....	50 00	325 00
Clem's Run.....	20	36	266 55	.....	8 45	.....	.....	.....	275 00
Union.....	27	75	434 66	.....	17 59	400 00	25 00	425 00	877 25
Harmony.....	28	61	360 70	.....	14 30	250 00	275 00	520 00	900 00
Good Will.....	29	80	463 63	.....	18 77	50 00	100 00	150 00	632 40
		422	2,660 28	.....	98 99	825 00	565 00	1,390 00	4,149 27
WOOLWICH.									
Poplar Grove.....	19	66	382 50	.....	15 48	.....	220 00	220 00	617 98
Cloverdale.....	25	45	364 44	.....	10 56	.....	.....	.....	375 00
Battentown.....	30	89	515 79	.....	20 88	.....	2,000 00	2,000 00	2,536 67
Swedesboro.....	31	252	1,460 45	.....	59 12	200 00	365 00	565 00	2,084 57
		452	2,723 18	.....	106 04	200 00	2,585 00	2,785 00	5,614 22
LOGAN.									
Repaupo.....	32	86	498 40	.....	20 17	.....	50 00	50 00	568 57
Bridgeport.....	33	123	712 83	.....	28 86	100 00	150 00	250 00	991 69
Madison.....	34	58	361 39	.....	13 61	.....	.....	.....	375 00
Centre Square.....	35	45	364 44	.....	10 56	.....	50 00	50 00	425 00
Lincoln.....	37	53	362 57	.....	12 43	.....	.....	.....	375 00
Nortonville.....	39	49	363 51	.....	11 49	.....	357 03	357 03	732 03
		414	2,663 14	.....	97 12	100 00	607 03	707 03	3,467 29
FRANKLIN.									
Janvier.....	40	45	364 44	.....	10 56	.....	.....	.....	375 00
Franklinville.....	45	93	538 97	.....	21 82	100 00	25 00	125 00	685 79
Malaga.....	46	120	695 45	.....	28 15	.....	.....	.....	723 60
Lake.....	47	45	364 44	.....	10 56	.....	.....	.....	375 00
Downstown.....	48	23	269 60	.....	5 40	.....	.....	.....	275 00
Chewsville.....	49	28	268 43	.....	6 57	270 00	100 00	370 00	645 00
Hopewell.....	50	46	364 21	.....	10 79	.....	.....	.....	375 00
Forest Grove.....	52	41	265 38	.....	9 62	.....	50 00	50 00	325 00
Newfield.....	53	88	510 00	.....	20 64	.....	100 00	100 00	630 64
		529	3,640 92	.....	124 11	370 00	275 00	645 00	4,410 03
GLASSBORO.									
Glassboro.....	41	776	4,497 25	.....	182 00	.....	900 00	900 00	5,579 29
ELK.									
Fairview.....	21	44	364 68	.....	10 32	.....	.....	.....	275 00
Unionville.....	42	108	625 91	.....	25 34	.....	.....	.....	651 25
Hardingville.....	44	40	265 62	.....	9 38	.....	.....	.....	275 00
		192	1,156 21	.....	45 04	.....	.....	.....	1,201 25

*Apportionment of School Moneys, by Districts, for the County of
GLOUCESTER, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$60,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Gloucester— Con.									
CLAYTON.									
Clayton	43	623	\$3,610 55		\$146 15		\$1,000 00	\$1,000 00	\$4,756 70
Fries Mill	51	35	266 79		8 21		200 00	200 00	475 00
		658	3,877 34		154 36		1,200 00	1,200 00	5,231 70
MONROE.									
Cross Keys	56	43	264 91		10 09				275 00
Williamstown	57	335	1,941 46		78 59	\$200 00	600 00	800 00	2,820 05
New Brooklyn	58	64	370 91		15 01		40 00	40 00	425 92
Washington Grove	59	73	423 06		17 12	50 00	100 00	150 00	590 18
Coles Mill	60	32	267 49		7 51				275 00
Downer	63	34	267 03		7 97	25 00	25 00	50 00	325 00
		581	3,534 86		136 29	275 00	765 00	1,040 00	4,711 15
WASHINGTON.									
Bethel	64	47	562 16		22 76	300 00	300 00	600 00	1,184 92
Bunker Hill	65	59	361 16		13 84				375 00
Chestnut Ridge	66	48	363 78		11 26		60 00	60 00	435 00
Deptford	67	58	361 39		13 61	60 00	20 00	80 00	455 00
Mount Pleasant	68	50	363 27		11 73				375 00
		312	2,011 72		73 20	360 00	380 00	740 00	2,824 92
Summary.									
Woodbury	1,285	7,447 13		301 45	9,000 00		9,000 00	16,748 58	
Deptford	446	2,597 97		104 64	700 00	1,650 00	2,350 00	5,052 61	
West Deptford	280	1,622 74		65 68	202 75	162 25	365 00	2,053 42	
Mantua	441	2,654 55		103 44	365 00	775 00	1,140 00	3,897 99	
Greenwich	510	2,955 67		119 64	700 00		700 00	3,775 31	
East Greenwich	252	1,460 45		59 11	100 00	130 00	230 00	1,749 56	
South Harrison	172	1,315 29		40 35	400 00		400 00	1,755 64	
Harrison	422	2,660 28		98 99	825 00	565 00	1,390 00	4,149 27	
Woolwich	452	2,723 18		106 04	200 00	2,585 00	2,785 00	5,614 22	
Logan	414	2,663 14		97 12	100 00	607 03	707 03	3,467 29	
Franklin	529	3,640 92		124 11	370 00	275 00	645 00	4,410 03	
Glassboro	776	4,497 25		182 04		900 00	900 00	5,579 29	
Elk	192	1,156 21		45 04				1,201 25	
Clayton	658	3,877 34		154 36		1,200 00	1,200 00	5,231 70	
Monroe	581	3,534 86		136 29	275 00	765 00	1,040 00	4,711 15	
Washington	312	2,011 72		73 20	360 00	380 00	740 00	2,824 92	
	7,722	46,818 70		1,811 50	13,597 75	9,994 28	23,592 03	72,222 23	

*Apportionment of School Moneys, by Districts, for the County of
HUDSON, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town-ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
HUDSON.									
NORTH BERGEN.									
Bull's Ferry.....	1	202	\$787 70			\$5,000 00	\$7,000 00	\$12,000 00	\$12,787 70
Secaucus.....	2	280	1,091 84			1,000 00	450 00	1,450 00	2,541 84
New Durham.....	3	768	2,994 59			1,100 00	10,800 00	11,980 00	14,974 59
E. New Durham...	5	174	678 51			200 00	300 00	500 00	1,178 51
		1,424	5,552 64			7,300 00	18,630 00	25,930 00	31,482 64
Town of Union.....	6	3,040	11,853 85			6,000 00	5,000 00	11,000 00	22,853 85
Weehawken.....	7	534	2,082 26	\$5,000 00		3,000 00	2,000 00	5,000 00	12,082 26
Guttenberg.....	8	595	2,320 11	1,554 53					3,874 64
UNION.									
East New York....	9	173	674 62			800 00	200 00	1,000 00	1,674 62
West New York...	10	492	1,918 49			1,700 00	1,775 00	3,475 00	5,393 49
		665	2,593 11			2,500 00	1,975 00	4,475 00	7,068 11
West Hoboken.....	11	3,250	12,672 71			11,500 00		11,500 00	24,172 71
Hoboken.....	12	17,461	68,085 44			30,521 28	16,700 38	47,221 66	115,307 10
Jersey City.....	13	75,080	292,758 33			12,084 29	49,200 00	61,284 29	354,042 62
Bayonne.....	15	5,142	20,050 16			25,655 00	26,900 00	52,555 00	72,605 16
Harrison.....	16	2,537	9,892 52				3,500 00	3,500 00	13,392 52
Kearny.....	17	1,966	7,666 03			11,700 00	300 00	12,000 00	19,666 03
Summary.									
North Bergen.....		1,424	5,552 64			7,300 00	18,630 00	25,930 00	31,482 64
Town of Union.....		3,040	11,853 85			6,000 00	5,000 00	11,000 00	22,853 85
Weehawken.....		534	2,082 26	5,000 00		3,000 00	2,000 00	5,000 00	12,082 26
Guttenberg.....		595	2,320 11	1,554 53					3,874 64
Union.....		665	2,593 11			2,500 00	1,975 00	4,475 00	7,068 11
West Hoboken.....		3,250	12,672 71			11,500 00		11,500 00	24,172 71
Hoboken.....		17,461	68,085 44			30,521 28	16,700 38	47,221 66	115,307 10
Jersey City.....		75,080	292,758 33			12,084 29	49,200 00	61,284 29	354,042 62
Bayonne.....		5,142	20,050 16			25,655 00	26,900 00	52,555 00	72,605 16
Harrison.....		2,537	9,892 52				3,500 00	3,500 00	13,392 52
Kearny.....		1,966	7,666 03			11,700 00	300 00	12,000 00	19,666 03
		111,694	435,527 16	6,554 53		110,260 57	124,205 38	234,465 95	676,547 64

*Apportionment of School Moneys, by Districts, for the County of
HUNTERDON, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
HUNTERDON									
LEBANON.									
Mount Lebanon.....	1	60	\$407 98	.....	\$22 27	.....	.....	.....	\$424 25
Little Brook.....	2	33	262 75	.....	12 25	.....	.....	.....	275 00
Lower Valley.....	3	65	435 48	.....	24 12	.....	.....	.....	459 60
Changewater.....	4	83	556 08	.....	30 80	\$60 00	\$60 00	.....	646 88
Mount Airy.....	5	49	356 82	.....	18 18	.....	.....	.....	375 00
White Hall.....	6	60	401 99	.....	22 26	.....	.....	.....	424 25
Spruce Run.....	7	37	261 27	.....	13 73	.....	.....	.....	275 00
New Hampton.....	8	99	663 27	.....	36 74	.....	.....	.....	700 01
Junction.....	9	230	1,875 93	.....	103 90	250 00	250 00	.....	2,229 83
Clarksville.....	10	49	356 82	.....	18 18	.....	.....	.....	375 00
Mondalla.....	11	139	931 26	.....	51 58	175 00	175 00	.....	1,157 80
		954	6,503 65	.....	354 01	485 00	485 00	.....	7,342 66
BETHLEHEM.									
Bloomsbury.....	12	192	1,286 35	.....	71 25	250 00	250 00	.....	1,607 60
Valley.....	13	122	817 37	.....	45 27	.....	.....	.....	862 64
South Asbury.....	14	72	482 38	.....	26 72	.....	.....	.....	509 10
Charlestown.....	16	55	368 48	.....	20 41	.....	.....	.....	388 89
Mountain View.....	17	48	357 19	.....	17 81	.....	.....	.....	375 00
Hickory.....	18	31	263 50	.....	11 50	.....	.....	.....	275 00
		520	3,575 27	.....	192 96	250 00	250 00	.....	4,018 23
ALEXANDRIA.									
Little York.....	24	87	582 88	.....	32 28	.....	.....	.....	615 16
Everittstown.....	28	59	395 29	.....	21 89	.....	.....	.....	417 18
Winchell's Grove.....	29	45	358 30	.....	16 70	.....	.....	.....	375 00
Pittstown.....	30	56	375 19	.....	20 78	.....	.....	.....	395 97
Old Church.....	31	47	357 56	.....	17 44	.....	.....	.....	375 00
		294	2,069 22	.....	109 09	.....	.....	.....	2,178 31
HOLLAND.									
Mount Joy.....	19	100	669 97	.....	37 11	.....	.....	.....	707 08
Holland.....	20	69	462 29	.....	25 60	.....	.....	.....	487 89
Spring Mills.....	21	40	260 16	.....	14 84	.....	.....	.....	275 00
Millersville.....	22	32	263 13	.....	11 87	95 00	95 00	.....	370 00
Hawk's.....	23	48	357 19	.....	17 81	.....	.....	.....	375 00
Mount Pleasant.....	25	65	435 48	.....	24 12	.....	.....	.....	459 60
Milford.....	26	132	884 37	.....	48 98	400 00	400 00	.....	1,333 35
		486	3,332 59	.....	180 33	400 00	95 00	495 00	4,007 92
FRENCHTOWN.									
Frenchtown.....	32	239	1,601 24	.....	88 69	325 00	325 00	.....	2,014 93

*Apportionment of School Moneys, by Districts, for the County of
HUNTERDON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$400,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers salaries.	Amount of district school tax voted to be used for building, purchasing, firing, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Hunterdon— Con.									
KINGWOOD.									
Oak Summit.....	34	40	\$260 16	.....	\$14 84	.....	.....	.....	\$275 00
Baptisttown.....	35	34	262 38	.....	12 62	\$75 00	.....	\$160 00	435 00
Union.....	36	18	268 32	.....	6 68	.....	.....	.....	275 00
Independence.....	37	38	260 90	.....	14 10	.....	.....	.....	275 00
Spring Hill.....	38	47	357 56	.....	17 44	.....	.....	.....	375 00
Scott's.....	39	44	258 67	.....	16 33	.....	.....	.....	275 00
Rock Ridge.....	40	55	368 48	.....	20 41	.....	.....	.....	388 89
Warsaw.....	41	24	266 09	.....	8 91	.....	.....	.....	275 00
		300	2,302 56	.....	111 33	75 00	85 00	160 00	2,573 89
FRANKLIN.									
Franklin.....	42	45	358 30	.....	16 70	.....	.....	.....	375 00
Quakertown.....	43	47	357 56	.....	17 44	.....	.....	.....	375 00
Sunnyside.....	44	63	422 08	.....	23 38	.....	55 00	55 00	500 46
Cherryville.....	45	47	357 56	.....	17 44	.....	.....	.....	375 00
Sidney.....	46	54	361 78	.....	20 04	.....	.....	.....	381 82
		256	1,857 28	.....	95 00	.....	55 00	55 00	2,007 28
HIGH BRIDGE.									
Califon.....	15	153	1,025 05	.....	56 78	.....	.....	.....	1,081 83
Rocky Run.....	59	47	357 56	.....	17 44	.....	.....	.....	375 00
Silverthorne.....	60	92	616 38	.....	34 14	.....	.....	.....	650 52
High Bridge.....	61	212	1,420 34	.....	78 67	200 00	.....	200 00	1,699 01
Cokesbury.....	65	68	455 58	.....	25 24	.....	.....	.....	480 82
Mount Grove.....	65½	40	260 16	.....	14 84	.....	.....	.....	275 00
		612	4,135 07	.....	227 11	200 00	.....	200 00	4,562 18
UNION.									
The Union.....	47	45	358 30	.....	16 70	.....	.....	.....	375 00
Van Syckel's.....	48	57	381 89	.....	21 15	.....	.....	.....	403 04
Pattensburg.....	49	95	636 48	.....	35 25	.....	.....	.....	671 73
Mechlin's.....	50	59	395 29	.....	21 89	.....	.....	.....	417 18
Cook's.....	51	46	357 93	.....	17 07	.....	.....	.....	375 00
New Stone.....	52	49	356 82	.....	18 18	.....	.....	.....	375 00
		351	2,486 71	.....	130 24	.....	.....	.....	2,616 95
CLINTON.									
Annandale.....	54	119	797 27	.....	44 16	200 00	695 00	895 00	1,736 43
Bray's Hill.....	55	43	259 04	.....	15 96	.....	60 00	60 00	355 00
Lebanon.....	56	124	830 77	.....	46 01	.....	300 00	300 00	1,176 78
Round Valley.....	57	69	462 29	.....	25 60	.....	.....	.....	487 89
Hamden.....	58	57	381 89	.....	21 15	.....	.....	.....	403 04
		412	2,731 26	.....	152 88	200 00	1,055 00	1,255 00	4,139 14
Clinton Borough...	53	219	1,467 24	.....	81 27	375 00	250 00	625 00	2,173 51

*Apportionment of School Moneys, by Districts, for the County of
HUNTERDON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

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Hunterdon— Con.									
TEWKSBURY.									
Fairmount.....	62	103	\$690 07	\$88 22	\$728 29
Farmersville.....	63	51	356 07	18 93	375 00
Mouttainville.....	64	75	502 48	27 83	530 31
Apgar's Corner.....	66	51	356 07	18 93	375 00
New Germantown.	67	90	602 97	33 40	636 37
The Centre.....	68	47	357 56	17 44	375 00
		417	2,865 22	154 75	3,019 97
READINGTON.									
Stanton.....	69	62	415 38	23 01	\$40 00	\$40 00	478 39
Three Corners.....	70	65	435 48	24 12	459 60
The Station.....	71	126	844 16	46 76	890 92
White House.....	72	98	656 57	36 37	692 94
Cold Brook.....	73	53	355 33	19 67	375 00
Pleasant Run.....	74	70	468 98	25 98	494 96
The Ridge.....	75	47	357 56	17 44	\$45 00	45 00	420 00
Readington.....	76	71	475 68	26 35	502 03
Centreville.....	77	61	408 68	22 64	431 32
Three Bridges.....	78	85	569 48	31 54	601 02
The Grove.....	79	51	356 07	18 93	375 00
		789	5,343 37	292 81	40 00	45 00	85 00	5,721 18
RARITAN.									
Klinesville.....	80	47	357 56	17 44	375 00
Oak Grove.....	81	45	358 30	16 70	375 00
Voorhees.....	82	49	456 82	18 18	375 00
Reaville.....	83	46	357 93	17 07	375 00
Pleasant Ridge.....	84	41	259 79	15 21	275 00
Neshanic.....	86	57	381 89	21 15	403 04
Flemington.....	87	453	3,034 98	168 10	1,200 00	1,200 00	4,402 08
Wagner's.....	88	40	260 16	14 84	275 00
Harmony.....	89	48	357 19	17 81	375 00
Summit.....	90	37	261 27	13 73	275 00
		863	5,985 89	320 23	1,200 00	1,200 00	7,506 12
DELAWARE.									
Higgins.....	85	32	263 13	11 87	275 00
Locktown.....	91	73	489 08	27 09	516 17
Croton.....	92	46	357 93	17 07	375 00
Sand Brook.....	93	65	435 48	24 12	459 60
Moore's.....	94	46	357 93	17 07	375 00
Sergeant's.....	95	65	435 48	24 12	459 60
Van Dolah's.....	96	60	401 99	22 26	424 25
Reading's.....	97	73	489 08	27 09	516 17
Stockton.....	98	210	1,406 94	77 93	1,484 87
Sergeantsville.....	109	54	361 78	20 04	381 82
		724	4,998 82	268 66	5,267 48

*Apportionment of School Moneys, by Districts, for the County of
HUNTERDON, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Hunterdon— Con.									
EAST AMWELL.									
Wertsville.....	100	65	\$435 48	.....	\$24 12	.....	.....	.....	\$459 60
Mountain.....	101	21	267 21	.....	7 79	.....	.....	.....	275 00
Unionville.....	102	49	356 82	.....	18 18	.....	.....	.....	375 00
Ringoes.....	103	61	408 68	.....	22 64	.....	.....	.....	431 32
		196	1,468 19	.....	72 73	.....	.....	.....	1,540 92
WEST AMWELL									
Rocktown.....	104	35	262 01	.....	12 99	.....	.....	.....	275 00
Mount Airy.....	105	68	455 58	.....	25 24	.....	.....	.....	480 82
High Valley.....	106	53	355 33	.....	19 67	.....	.....	.....	375 00
Mount Range.....	107	104	696 77	.....	38 59	.....	\$227 00	\$227 00	962 36
		260	1,769 69	.....	96 49	.....	227 00	227 00	2,093 18
Lambertville.....	108	994	6,659 54	.....	368 85	.....	1,400 00	1,400 00	8,428 39
Summary.									
Lebanon		954	6,503 65	.....	354 01	.....	485 00	485 00	7,342 66
Bethlehem ..		520	3,575 27	.....	192 96	.....	250 00	250 00	4,018 23
Alexandria.....		294	2,069 22	.....	109 09	.....	.....	.....	2,178 31
Holland.....		486	3,332 59	.....	180 33	400 00	95 00	495 00	4,007 92
Frenchtown.....		239	1,601 24	.....	88 69	.....	325 00	325 00	2,014 93
Kingwood.....		300	2,302 56	.....	111 33	75 00	85 00	160 00	2,573 89
Franklin.....		256	1,857 28	.....	95 00	.....	55 00	55 00	2,007 28
High Bridge.....		612	4,135 07	.....	227 11	200 00	.....	200 00	4,562 18
Union.....		351	2,486 71	.....	130 24	.....	.....	.....	2,616 95
Clinton.....		219	2,731 26	.....	152 88	200 00	1,055 00	1,255 00	4,139 14
Clinton Borough...		412	1,467 24	.....	81 27	375 00	250 00	625 00	2,173 51
Tewksbury.....		417	2,865 22	.....	154 75	.....	.....	.....	3,019 97
Readington.....		789	5,343 37	.....	292 81	40 00	45 00	85 00	5,721 18
Raritan.....		863	5,985 89	.....	320 23	.....	1,200 00	1,200 00	7,506 12
Delaware.....		724	4,998 82	.....	265 66	.....	.....	.....	5,267 48
East Amwell.....		196	1,468 19	.....	72 73	.....	.....	.....	1,540 92
West Amwell.....		260	1,769 69	.....	96 49	.....	227 00	227 00	2,093 18
Lambertville.....		994	6,659 54	.....	368 85	.....	1,400 00	1,400 00	8,428 39
		8,886	61,152 81	.....	3,297 43	1,290 00	5,472 00	6,762 00	71,212 24

*Apportionment of School Moneys, by Districts, for the County of
- MERCER, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
MERCER.									
HOPEWELL.									
Pleasant Valley.....	1	54	\$375 00						\$375 00
Harbourtown.....	2	54	375 00						375 00
Woodsville.....	3	78	503 24						503 24
Tidd's.....	4	61	393 56						393 56
Stoutsburg.....	5	59	380 65				\$140 00	\$140 00	520 65
Hopewell.....	6	214	1,380 68				649 48	649 48	2,030 16
Mount Rose.....	7	76	490 33						490 33
Centerville.....	8	45	375 00						375 00
Federal City.....	9	32	275 00						275 00
Pennington.....	10	222	1,432 29						1,432 29
Marshall's Corner.....	11	61	393 56						393 56
Woosamonsa.....	11½	63	406 46						406 46
Bear.....	12	59	380 65						380 65
Titusville.....	13	47	375 00				350 00	350 00	725 00
		1,125	7,536 42				1,139 48	1,139 48	8,675 90
EWING.									
Sendder's Falls.....	14	52	375 00						375 02
Birmingham.....	15	113	729 05				100 00	100 00	829 05
Ewingville.....	16	83	535 50						535 50
Columbia.....	17	170	1,096 80						1,096 80
Brookville.....	18	55	375 00						375 00
Millerest.....	20	72	464 53				237 50	237 50	702 03
		545	3,575 88				337 50	337 50	3,913 38
TRENTON.									
Trenton.....	19	14,382	92,789 43				58,000 00	58,000 00	150,789 43
LAWRENCE.									
Brick.....	21	111	716 20						716 20
Grove.....	22	69	445 17						445 17
Clarksville.....	23	44	275 00						275 00
Central.....	24	117	754 86						754 86
Rosedale.....	25	46	375 00						375 00
		387	2,566 23						2,566 23
HAMILTON.									
Washington.....	26	51	375 00						375 00
Mercerville.....	27	79	509 69						509 69
Hamilton Square.....	28	124	800 02						800 02
Edge Brook.....	29	62	400 01						400 01
Groveville.....	30	120	774 21						774 21
Yardville.....	31	87	561 30						561 30
White Horse.....	32	113	729 05						729 05
Friendship.....	33	88	567 76						567 76
Wilbur.....	34	251	1,619 39						1,619 39
Farmingdale.....	35	75	483 88						483 88
		1,050	6,820 31						6,920 31

*Apportionment of School Moneys, by Districts, for the County of
MERCER, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Mercer—Con.									
PRINCETON.									
Stony Brook.....	36	67	\$432 27	.....	.....	.....	.....	.....	\$432 27
Cedar Grove.....	37	75	483 88	.....	.....	\$200 00	\$200 00	.....	683 88
Mount Lucas.....	38	56	375 00	.....	.....	.....	.....	.....	375 00
Princeton.....	39	716	4,619 47	.....	.....	\$2,000 00	.....	2,000 00	6,619 47
		914	5,910 62	.....	.....	2,000 00	200 00	2,200 00	8,110 62
WEST WINDSOR.									
Penn's Neck.....	40	49	375 00	.....	\$29 29	.....	.....	.....	404 29
Parsonage.....	41	78	503 24	.....	46 62	.....	.....	.....	549 86
Dutch Neck.....	42	75	483 88	.....	44 83	.....	.....	.....	528 71
Assanpink.....	43	59	380 65	.....	35 26	.....	.....	.....	415 91
		261	1,742 77	.....	156 00	.....	.....	.....	1,898 77
WASHINGTON.									
Robbinsville.....	44	69	445 17	.....	24 36	.....	.....	.....	469 53
Union.....	45	33	275 00	.....	11 65	.....	.....	.....	286 65
Page's Corner.....	46	46	375 00	.....	16 24	.....	.....	.....	391 24
Sharon.....	47	45	375 00	.....	15 89	.....	.....	.....	390 89
Allen.....	48	63	406 46	.....	22 24	.....	.....	.....	428 70
Windsor.....	49	97	625 82	.....	34 24	.....	.....	.....	660 06
		353	2,502 45	.....	124 62	.....	.....	.....	2,627 07
EAST WINDSOR.									
Hickory Corner....	50	48	375 00	.....	12 49	.....	225 00	225 00	612 49
Locust Corner.....	51	49	375 00	.....	12 74	.....	.....	.....	387 74
Hightstown.....	52	482	3,109 76	.....	125 37	.....	1,500 00	1,500 00	4,735 13
Milford.....	53	53	375 00	.....	13 78	.....	.....	.....	388 78
Cedarville.....	54	37	275 00	.....	9 62	.....	.....	.....	284 62
		669	4,509 76	.....	174 00	.....	1,725 00	1,725 00	6,408 76
Summary.									
Hopewell.....		1,125	7,536 42	.....	.....	.....	1,139 48	1,139 48	8,675 90
Ewing.....		545	3,575 88	.....	.....	.....	337 50	337 50	3,913 38
Trenton.....		14,382	92,789 43	.....	.....	.....	58,000 00	58,000 00	150,789 43
Lawrence.....		387	2,566 23	.....	.....	.....	.....	.....	2,566 23
Hamilton.....		1,050	6,820 31	.....	.....	.....	.....	.....	6,820 31
Princeton.....		914	5,910 62	.....	.....	2,000 00	200 00	2,200 00	8,110 62
West Windsor.....		261	1,742 77	.....	156 00	.....	.....	.....	1,898 77
Washington.....		353	2,502 45	.....	124 62	.....	.....	.....	2,627 07
East Windsor.....		669	4,509 76	.....	174 00	.....	1,725 00	1,725 00	6,408 76
		19,686	127,953 87	.....	454 62	2,000 00	61,401 98	63,401 98	191,810 47

*Apportionment of School Moneys, by Districts, for the County of
MIDDLESEX, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
MIDDLESEX.									
PISCATAWAY.									
Harris Lane.....	1	51	\$375 00						\$375 00
Dunellen.....	12	337	1,667 20			\$1,950 00	\$1,050 00	\$3,000 00	4,667 20
New Market.....	3	95	469 99				75 00	75 00	1,254 99
Maple Grove.....	4	52	375 00				10 00	10 00	385 00
New Brooklyn.....	5	117	578 82						578 82
Fieldville.....	6	46	375 00						375 00
Newtown.....	8	29	275 00			75 00	25 00	100 00	375 00
Union.....	8	47	375 00						375 00
Raritan Landing...	9	47	375 00						375 00
		820	4,866 01			2,025 00	1,870 00	3,895 00	8,761 01
RARITAN.									
Friendship.....	10	61	375 00						375 00
Mount Pleasant.....	11	50	375 00						375 00
New Dover.....	12	30	275 00						275 00
Oak Tree.....	13	69	375 00						375 00
New Durham.....	14	45	375 00						375 00
Metuchen.....	15	330	1,632 57			1,270 00	1,230 00	2,500 00	4,132 57
Lafayette Union.....	16	56	375 00						375 00
Piscataway.....	17	94	465 04						465 04
Bonhamtown.....	18	50	375 00						375 00
Highland Park.....	75	140	692 61			300 00	795 00	1,095 00	1,787 61
		925	5,315 22			1,570 00	2,025 00	3,595 00	8,910 22
WOODBIDGE.									
Locust Grove.....	19	28	275 00			48 75		48 75	323 75
Washington.....	20	48	375 00				100 00	100 00	475 00
Rahway Neck.....	21	40	275 00						275 00
Blazing Star.....	22	81	400 72						400 72
Uniontown.....	23	55	375 00						375 00
Woodbridge.....	24	738	3,651 02			1,600 00	1,470 00	3,070 00	6,821 02
Fairfield Union.....	26	180	890 50						890 50
		1,170	6,242 24			1,648 75	1,570 00	3,218 75	9,560 99
NORTH BRUNSWICK.									
Oak Hill.....	27	62	375 00						375 00
Milltown.....	28	170	841 02						841 02
Red Lion.....	29	45	375 00						375 00
		277	1,591 02						1,591 02

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MIDDLESEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Middlesex— Con. EAST BRUNSWICK.									
Brick Sch'l House.	30	37	\$275 00				\$50 00	\$50 00	\$325 00
Washington.....	31	373	1,845 29			\$300 00	200 00	500 00	2,345 29
Lawrence Brook...	32	54	375 00						375 00
Summer Hill.....	33	49	375 00						375 00
Dunham's Corner..	34	57	375 00			356 25		356 25	731 25
Old Bridge.....	35	68	375 00						375 00
Spotswood.....	36	140	692 61			150 00	100 00	250 00	942 61
Helmetta.....	74	92	455 14						455 14
South Milltown....	78	157	776 71				500 00	500 00	1,276 71
		1,027	5,544 75			806 25	850 00	1,656 25	7,201 00
SAYREVILLE.									
Brickland.....	37	230	1,137 86						1,137 86
South River.....	76	240	1,187 33				175 00	175 00	1,362 33
Ernstons.....	25	95	469 99						469 99
		565	2,795 18				175 00	175 00	2,970 18
SOUTH AMBOY.									
Raritan.....	38	645	3,190 93				500 00	500 00	3,690 93
Park School House	39	506	2,503 27			500 00	893 00	1,393 00	3,896 27
		1,151	5,694 20			500 00	1,393 00	1,893 00	7,587 20
SOUTH BRUNSWICK.									
Six Mile Run.....	40	59	375 00						375 00
Sand Hills.....	41	45	375 00						375 00
George's Road.....	42	81	400 72						400 72
Fresh Ponds.....	43	54	375 00						375 00
Ridge.....	44	55	375 00						375 00
Dayton.....	45	102	504 61						504 61
Rhode Hall.....	46	65	375 00						375 00
Mapleton.....	47	29	275 00						275 00
Little Rocky Hill..	48	48	375 00						375 00
Scott's Corner.....	50	52	375 00						375 00
Pleasant Hill.....	51	54	375 00				100 00	100 00	475 00
Kingston.....	55	141	693 25						693 25
Monmouth Junction.	77	46	375 00				250 00	250 00	625 00
		831	5,248 58				350 00	350 00	5,598 58

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MIDDLESEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

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Middlesex— Con.									
CRANBURY.									
Plainsboro.....	49	69	\$375 00	\$375 00
Cranbury Neck.....	52	53	375 00	375 00
North Cranbury.....	53	143	707 45	\$200 00	\$240 00	\$440 00	1,147 45
South Cranbury.....	54	61	375 00	375 00
Wyckoff's Mills.....	61	53	375 00	375 00
		385	2,207 45	200 00	240 00	440 00	2,647 45
MONROE.									
Jamesburg.....	56	287	1,419 84	250 00	150 00	400 00	1,819 84
Matchaponix.....	57	49	375 00	375 00
Prospect Plains.....	58	64	375 00	50 00	50 00	425 00
Monroe.....	59	89	440 30	440 30
Gravel Hill.....	60	74	375 00	375 00
Old Church.....	62	50	375 00	125 00	125 00	500 00
Grove.....	63	33	275 00	75 00	75 00	350 00
Pleasant Grove.....	64	48	375 00	375 00
		694	4,010 14	250 00	400 00	650 00	4,660 14
MADISON.									
Jacksonville.....	65	50	375 00	375 00
Morristown.....	66	45	375 00	375 00
Old Bridge.....	67	60	375 00	375 00
Browntown.....	68	58	375 00	375 00
Cedar Grove.....	69	48	375 00	375 00
Millbridge.....	70	35	275 00	275 00
Hillsboro.....	71	58	375 00	375 00
		354	2,525 00	2,525 00
PERTH AMBOY.									
Perth Amboy.....	72	2,008	10,332 02	3,000 00	3,000 00	13,332 02
NEW BRUNSWICK.									
New Brunswick....	73	5,012	24,797 22	9,712 90	5,827 70	15,540 60	40,337 82

*Apportionment of School Moneys, by Districts, for the County of
MIDDLESEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Middlesex— Con. Summary.									
Piscataway.....	820	\$4,866 01				\$2,025 00	\$1,870 00	\$3,895 00	\$8,761 01
Raritan.....	925	5,315 22				1,570 00	2,025 00	3,595 00	8,910 22
Woodbridge.....	1,170	6,242 24				1,648 75	1,570 00	3,218 75	9,460 99
North Brunswick..	277	1,591 02							1,591 02
East Brunswick....	1,027	5,544 75				806 25	850 00	1,656 25	7,201 00
Sayreville.....	565	2,795 18					175 00	175 00	1,970 18
South Amboy.....	1,151	5,694 20				500 00	1,393 00	1,893 00	7,587 20
South Brunswick...	831	5,248 58					350 00	350 00	5,598 58
Cranbury.....	385	2,297 45				200 00	240 00	440 00	2,647 45
Monroe.....	694	4,010 14				250 00	400 00	650 00	4,660 14
Madison.....	354	2,525 00							2,525 00
Perth Amboy.....	2,088	10,332 02					3,000 00	3,000 00	13,332 02
New Brunswick....	5,012	24,797 22				9,712 90	5,827 70	15,540 60	40,337 82
	15,299	81,169 03				16,712 90	17,700 70	34,413 60	115,582 63

*Apportionment of School Moneys, by Districts, for the County of
MONMOUTH, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
MONMOUTH.									
ATLANTIC.									
Colt's Neck.....	1	110	\$741 53	.....	\$12 97	.....	.....	.....	\$754 50
Vandeburg.....	2	53	368 75	.....	6 25	.....	.....	.....	375 00
Scobeyville.....	3	75	505 69	.....	8 85	.....	.....	.....	514 54
Hillside.....	4	48	369 34	.....	5 66	.....	.....	.....	375 00
Montrose.....	5	68	458 40	.....	8 02	.....	.....	.....	466 42
Robbins.....	5½	64	431 42	.....	7 55	.....	.....	.....	438 97
		418	2,875 13	.....	49 30	.....	.....	.....	2,924 43
FREEHOLD.									
East Freehold.....	6	64	431 42	.....	7 55	.....	.....	.....	438 97
Freehold.....	7	866	5,837 73	.....	102 11	\$700 00	\$700 00	.....	6,639 84
Paradise.....	8	62	417 94	.....	7 31	.....	.....	.....	425 25
Georgia.....	9	60	404 46	.....	7 08	.....	.....	.....	411 54
Siloam.....	10	60	404 46	.....	7 08	.....	.....	.....	411 54
West Freehold.....	11	69	465 12	.....	8 14	.....	.....	.....	473 26
Thompson.....	12	74	498 84	.....	8 73	.....	.....	.....	507 57
Aumack.....	13	39	270 40	.....	4 60	.....	.....	.....	275 00
		1,294	8,730 37	.....	152 60	700 00	700 00	.....	9,582 97
UPPER FREEHOLD.									
Allentown.....	14	181	1,220 15	.....	21 33	.....	.....	.....	1,241 48
Eglington.....	15	41	276 37	.....	4 84	.....	.....	.....	281 21
East Branch.....	16	63	424 69	.....	7 43	.....	.....	.....	432 12
Imlaystown.....	17	70	471 88	.....	8 26	.....	.....	.....	480 14
Cowart.....	18	61	411 18	.....	7 20	.....	.....	.....	418 38
Cream Ridge.....	19	55	370 75	.....	6 49	.....	.....	.....	377 24
Pleasant Ridge.....	20	30	271 46	.....	3 54	.....	.....	.....	275 00
Ellisdale.....	21	38	270 52	.....	4 48	.....	.....	.....	275 00
Marl Ridge.....	22	101	680 86	.....	11 91	.....	.....	.....	692 77
Arnetown.....	23	53	368 75	.....	6 25	.....	.....	.....	375 00
		693	4,766 61	.....	81 73	.....	.....	.....	4,848 34
MILLSTONE.									
Fair Play.....	24	43	289 86	.....	5 07	.....	.....	.....	294 93
Perrineville.....	25	129	869 60	.....	15 22	.....	.....	.....	884 82
Manalapan.....	26	68	458 40	.....	8 02	.....	.....	.....	466 42
Sweetman.....	27	98	660 62	.....	11 55	.....	.....	.....	672 17
Grove.....	28	82	552 76	.....	9 67	.....	.....	.....	562 43
De Bow.....	29	71	478 63	.....	8 37	.....	.....	.....	487 00
Clarksburg.....	30	77	519 07	.....	9 08	.....	.....	.....	528 15
Union.....	31	79	532 55	.....	9 32	.....	.....	.....	541 87
		647	4,361 49	.....	76 30	.....	.....	.....	4,437 79

*Apportionment of School Moneys, by Districts, for the County of
MONMOUTH, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Monmouth— Con.									
MANALAPAN.									
Lafayette	32	50	\$369 10		\$5 90				\$375 00
Tennent	33	90	606 70		10 61				617 31
Englishtown	34	186	1,253 82		21 93				1,275 75
Manalapan	35	69	465 15		8 14				473 29
Black's Mills	36	65	438 17		7 67				445 84
Mount Vernon	37	74	498 84		8 73				507 57
		534	3,631 78		62 98				3,694 76
MARLBOROUGH.									
Pleasant Valley	38	85	573 00		10 04				583 04
Morganville	39	98	660 62		4 55				672 17
Whiteville	40	48	369 34		5 66				375 00
Magee	41	45	369 69		5 31				375 00
Marlboro	42	143	963 96		16 89				980 85
Bradevelt	43	92	620 16		10 86				631 02
Strong's	44	34	271 09		3 91				275 00
		545	3,827 86		64 22				3,892 08
MATAWAN.									
Cliffwood	45	89	599 94		10 50				610 44
Mount Pleasant	46	139	937 01		16 41				953 42
Frenan	47	191	1,287 54		22 51				1,310 05
Lower Point	48	204	1,374 19		24 05				1,398 24
		623	4,178 68		73 47				4,272 15
RARITAN.									
Keyport	49	833	5,615 27		98 24				5,713 51
Union	50	64	431 44		7 55				438 99
Bethany	51	111	748 27		13 09	\$39 98	\$39 98		801 34
Keansburg	52	146	984 20		17 21	500 00	500 00		1,501 41
		1,154	7,779 18		136 09		539 98	539 98	8,455 25
HOLMDEL.									
Holmdel	53	110	741 53		12 97				754 50
Holland	54	60	404 46		7 03				411 54
Crawford	55	78	525 80		9 20				535 00
Centreville	56	131	883 09		15 44				898 53
Oak Grove	58	87	586 47		10 26				596 73
		466	3,141 35		54 95				3,196 30

*Apportionment of School Moneys, by Districts, for the County of
MONMOUTH, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Monmouth— Con.									
MIDDLETOWN.									
Morrisville.....	57	100	\$674 10	.....	\$11 79	.....	.....	.....	\$685 89
Navesink.....	59	191	1,287 54	.....	22 51	.....	\$5,000 00	\$5,000 00	6,310 05
Chanceville.....	60	103	694 35	.....	12 15	.....	280 00	280 00	986 50
Harmony.....	61	87	586 47	.....	10 26	.....	.....	.....	596 73
Middletown.....	62	92	620 16	.....	10 86	.....	.....	.....	631 02
Headen's.....	63	86	579 73	.....	10 16	.....	.....	.....	589 89
Leedsville.....	64	113	761 75	.....	13 33	.....	.....	.....	775 08
Nut Swamp.....	65	45	369 69	.....	5 31	.....	.....	.....	375 00
Chapel Hill.....	66	63	424 69	.....	7 43	.....	50 00	50 00	482 12
Highlands.....	67	276	1,860 56	.....	32 54	.....	.....	.....	1,893 10
Port Monmouth.....	68	128	862 97	.....	15 10	.....	2,500 00	2,500 00	3,378 07
Atlantic High'ds.....	69	261	1,759 40	.....	30 77	.....	380 00	380 00	2,170 17
Riverside.....	70	50	369 10	.....	5 90	.....	.....	.....	375 00
Seabrook.....	71	116	781 95	.....	13 68	.....	.....	.....	795 63
		1,711	11,632 46	.....	201 79	.....	8,210 00	8,210 00	20,044 25
SHREWSBURY.									
Oceanic.....	72	227	1,530 19	.....	26 78	\$793 03	20,206 97	21,000 00	22,556 97
Fair Haven.....	73	240	1,617 81	.....	28 31	.....	160 00	160 00	1,806 12
Little Silver.....	74	183	1,233 86	.....	21 58	.....	.....	.....	1,255 44
Red Bank.....	75	1,012	6,821 99	.....	119 35	1,500 00	2,300 00	3,800 00	10,741 34
Shrewsbury.....	77	129	869 59	.....	15 21	.....	.....	.....	884 80
Tinton Falls.....	78	204	1,374 19	.....	24 05	.....	.....	.....	1,398 24
Woodlands.....	79	45	369 69	.....	5 31	.....	.....	.....	375 00
		2,040	13,817 32	.....	240 59	2,293 03	22,666 97	24,960 00	39,017 91
OCEAN.									
Poplar.....	81	36	270 00	.....	4 25	.....	.....	.....	275 00
Long Branch.....	85	3,165	21,335 16	.....	373 26	6,000 00	13,100 00	19,100 00	40,808 42
Deal.....	87	158	1,065 10	.....	18 64	.....	150 00	150 00	1,233 74
		3,359	22,671 01	.....	396 15	6,000 00	13,250 00	19,250 00	42,317 16
NEPTUNE.									
Hamilton.....	80	76	512 31	.....	8 96	.....	.....	.....	521 27
Key East.....	80½	137	923 54	.....	16 17	.....	.....	.....	939 71
Whiteville.....	88	155	1,044 87	.....	18 29	.....	.....	.....	1,063 16
Green Grove.....	90	66	444 91	.....	7 79	.....	.....	.....	452 70
Asbury Park.....	90½	1,833	12,356 41	.....	216 15	3,000 00	4,700 00	7,700 00	20,272 56
		2,267	15,282 04	.....	267 36	3,000 00	4,700 00	7,700 00	23,249 40
EATONTOWN.									
Locust Grove.....	82	50	369 10	.....	5 90	.....	.....	.....	375 00
Eatontown.....	83	197	1,327 96	.....	23 23	.....	.....	.....	1,551 19
Ocean Port.....	84	179	1,206 61	.....	21 10	.....	200 00	200 00	1,327 71
Branchport.....	86	157	1,053 31	18 52	100 00	100 00	1,076 83
Pine Grove.....	89	64	481 43	7 55	488 98
		647	4,393 41	76 30	300 00	300 00	4,769 71

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MONMOUTH, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Monmouth— Con.									
WALL.									
Allenwood.....	91	96	\$647 14	.....	\$11 32	.....	.....	.....	\$658 46
Manasquan.....	92	431	2,905 33	.....	50 82	.....	.....	.....	2,956 15
Glendola.....	93	88	593 21	.....	10 38	.....	\$250 00	\$250 00	853 59
Sea Plain.....	94	237	1,507 57	.....	27 96	.....	1,211 00	2,674 00	4,299 53
Belmar.....	94½	320	2,157 09	.....	37 73	.....	1,810 00	2,210 00	4,404 82
Laird.....	95	116	781 96	.....	13 68	.....	412 88	412 88	1,208 52
Harley.....	96	45	369 69	.....	5 31	.....	.....	.....	375 00
Allaire.....	97	32	271 22	.....	3 78	.....	.....	.....	275 00
New Bedford.....	98	110	741 53	.....	12 97	.....	.....	.....	754 50
Blauinsburg.....	99	64	431 44	.....	7 55	.....	.....	.....	438 99
Center.....	100	53	368 75	.....	6 25	.....	.....	.....	375 00
		1,592	10,864 93	.....	187 75	\$1,863 00	3,683 88	5,546 88	16,599 56
HOWELL.									
Blue Ball.....	101	53	368 75	.....	6 25	.....	.....	.....	375 00
Jerseyville.....	102	90	606 70	.....	10 62	.....	.....	.....	617 32
Turkey.....	103	90	606 70	.....	10 62	.....	.....	.....	617 32
Farmingdale.....	104	193	1,301 03	.....	22 74	.....	.....	.....	1,323 77
Fort Plain.....	105	51	368 98	.....	6 02	.....	.....	.....	375 00
West Farms.....	106	75	505 49	.....	8 85	.....	100 00	100 00	614 34
Squankum.....	107	70	471 88	.....	8 26	.....	.....	.....	480 14
Bethel.....	108	120	808 95	.....	14 14	.....	.....	.....	823 09
Greenville.....	109	95	640 39	.....	11 21	.....	.....	.....	651 60
Morris.....	110	59	397 72	.....	6 96	.....	125 00	125 00	529 68
N. Farmingdale.....	111	32	271 22	.....	3 78	.....	.....	.....	275 00
Bedford.....	112	49	369 22	.....	5 78	.....	.....	.....	375 00
		977	6,717 03	.....	115 23	.....	225 00	225 00	7,057 26
Summary.									
Atlantic.....	.....	418	2,875 13	.....	49 30	.....	.....	.....	2,924 43
Freehold.....	.....	1,294	8,730 37	.....	152 60	.....	700 00	700 00	9,582 97
Upper Freehold.....	.....	693	4,766 61	.....	81 73	.....	.....	.....	4,848 34
Millstone.....	.....	647	4,361 49	.....	76 30	.....	.....	.....	4,437 79
Manalapan.....	.....	534	3,631 78	.....	62 98	.....	.....	.....	3,694 76
Marlboro.....	.....	545	3,827 86	.....	64 22	.....	.....	.....	3,892 08
Matawan.....	.....	623	4,198 68	.....	73 47	.....	.....	.....	4,272 15
Raritan.....	.....	1,154	7,779 18	.....	136 09	.....	539 98	539 98	8,455 25
Holmdel.....	.....	466	3,141 35	.....	54 95	.....	.....	.....	3,196 30
Middletown.....	.....	1,711	11,632 46	.....	201 79	.....	8,210 00	8,210 00	20,044 25
Shrewsbury.....	.....	2,040	13,817 32	.....	240 59	2,293 03	22,666 97	24,960 00	39,017 91
Ocean.....	.....	3,359	22,671 01	.....	396 15	6,000 00	13,250 00	19,250 00	42,317 16
Neptune.....	.....	2,267	15,282 04	.....	267 36	3,000 00	4,700 00	7,700 00	23,249 40
Eatontown.....	.....	647	4,593 41	.....	76 30	.....	300 00	300 00	4,769 71
Wall.....	.....	1,592	10,864 93	.....	187 75	1,863 00	3,683 88	5,546 88	16,599 56
Howell.....	.....	977	6,717 03	.....	115 23	.....	225 00	225 00	7,057 26
		18,967	128,690 65	.....	2,236 81	13,156 03	54,275 83	67,431 86	198,359 32

*Apportionment of School Moneys, by Districts, for the County of
MORRIS, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
MORRIS.									
RANDOLPH.									
Dover	1	1,253	\$6,337 43	.....	\$295 52	\$3,250 00	\$4,705 00	\$7,955 00	\$14,587 95
Mine Hill.....	2	274	1,385 84	.....	64 62	.....	250 00	250 00	1,700 46
Ferro Monte.....	3	141	713 14	.....	33 26	.....	.....	.....	746 40
Wolfe	4	60	358 29	.....	16 71	.....	.....	.....	375 00
Mount Freedom	5	71	358 29	.....	16 71	.....	.....	.....	375 00
Millbrook	6	89	450 15	.....	20 99	.....	.....	.....	471 14
Center Grove.....	7	83	419 79	.....	19 58	.....	875 00	875 00	1,314 37
Shongum	8	21	262 75	.....	12 25	.....	.....	.....	275 00
Port Oram.....	9	426	2,154 63	.....	100 47	275 00	425 00	700 00	2,955 10
Ironia	71	62	358 29	.....	16 71	.....	.....	.....	375 00
		2,480	12,798 60	.....	596 82	3,525 00	6,255 00	9,780 00	23,175 42
ROCKAWAY.									
Union	10	78	394 50	.....	18 40	.....	.....	.....	412 90
Denville	11	95	480 49	.....	22 41	.....	.....	.....	502 90
Rockaway	13	372	1,881 50	.....	87 74	1,800 00	.....	1,800 00	3,769 24
Mount Pleasant.....	14	399	2,018 06	.....	94 11	.....	350 00	350 00	2,462 17
Mount Hope	15	295	1,492 05	.....	69 58	128 00	72 00	200 00	1,761 63
Lower Hibernia.....	16	195	956 27	.....	45 99	800 00	.....	800 00	1,832 26
Beach Glen.....	17	53	358 29	.....	16 71	.....	.....	.....	375 00
Rockaway Valley.....	18	31	262 75	.....	12 25	.....	.....	.....	275 00
Lyonsville.....	19	29	262 75	.....	12 25	.....	.....	.....	275 00
Hibernia	20	161	814 31	.....	37 97	1,000 00	300 00	1,300 00	2,152 28
Greenville	21	80	404 62	.....	18 57	.....	.....	.....	423 49
		1,788	9,355 59	.....	436 28	3,728 00	722 00	4,450 00	14,241 87
JEFFERSON.									
Union Valley	22	31	262 75	.....	12 25	.....	.....	.....	275 00
Milton	24	73	369 22	.....	17 22	.....	1,000 00	1,000 00	1,386 44
Weldon	25	68	358 29	.....	16 71	.....	.....	.....	375 00
Longwood	26	11	262 75	.....	12 25	.....	.....	.....	275 00
Hurdtown	27	116	586 70	.....	27 36	.....	.....	.....	614 06
Berkshire	28	45	358 29	.....	16 71	.....	.....	.....	375 00
Hopateong.....	29	100	505 77	.....	23 59	.....	.....	.....	529 36
		444	2,703 77	.....	126 09	.....	1,000 00	1,000 00	3,829 86
ROXBURY.									
Spencer's.....	30	50	358 29	.....	16 71	.....	.....	.....	375 00
Kenvil.....	31	136	687 86	.....	32 07	200 00	125 00	325 00	1,044 93
Succasunna.....	32	122	617 06	.....	28 77	250 00	.....	250 00	895 83
Ledgewood.....	33	115	581 64	.....	27 13	100 00	.....	100 00	708 77
Port Morris.....	33½	134	677 74	.....	31 61	400 00	800 00	1,200 00	1,909 35
Hilt's.....	34	28	262 75	.....	12 25	50 00	.....	50 00	325 00
Alpaugh.....	35	46	358 29	.....	16 71	.....	.....	.....	375 00
		631	3,543 63	.....	165 26	1,000 00	925 00	1,925 00	5,633 88

*Apportionment of School Moneys, by Districts, for the County of
MORRIS, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Morris—Con.									
MOUNT OLIVE.									
Budd's Lake	12	62	\$358 29	.....	\$16 71	.....	.....	.....	\$375 00
Flanders.....	36	60	358 29	.....	16 71	.....	.....	.....	375 00
Netcong.....	37	286	1,446 53	.....	67 45	\$800 00	\$2,000 00	\$2,800 00	4,313 98
Cross Roads.....	38	62	358 29	.....	16 71	.....	.....	.....	375 00
Mount Olive.....	39	53	358 29	.....	16 71	.....	.....	.....	375 00
Bartleyville.....	40	59	358 29	.....	16 71	.....	.....	.....	375 00
Draketown.....	41	45	358 29	.....	16 71	.....	.....	.....	375 00
		630	3,596 27	.....	167 71	800 00	2,000 00	2,800 00	6,563 98
WASHINGTON.									
Flock.....	42	46	358 29	.....	16 71	.....	.....	.....	375 00
Naurightville.....	43	61	358 29	.....	16 71	.....	55 00	55 00	430 00
German Valley.....	44	139	703 03	.....	32 79	.....	.....	.....	735 82
Schooley's Mount..	45	68	358 29	.....	16 71	.....	.....	.....	375 00
Stephensburg.....	46	46	358 29	.....	16 71	.....	.....	.....	375 00
Middle Valley.....	48	68	358 29	.....	16 71	.....	.....	.....	375 00
Pleasant Grove.....	47	53	358 29	.....	16 71	.....	.....	.....	375 00
Philhower.....	49	71	358 29	.....	16 71	.....	.....	.....	375 00
Parker.....	50	88	445 09	.....	20 75	.....	.....	.....	465 84
		640	3,656 15	.....	170 51	.....	55 00	55 00	3,881 66
CHESTER.									
Hacklebarney.....	51	45	358 29	.....	16 71	.....	100 00	100 00	475 00
Peapack Valley.....	52	58	358 29	.....	16 71	.....	100 00	100 00	475 00
Masonic.....	53	16	262 75	.....	12 25	.....	.....	.....	275 00
Milltown.....	54	73	369 22	.....	17 22	.....	.....	.....	386 44
Chester.....	55	135	682 80	.....	31 84	186 00	314 00	500 00	1,214 64
Woodhull.....	56	40	262 75	.....	12 25	.....	.....	.....	275 00
Forest Hill.....	57	46	358 29	.....	16 71	.....	.....	.....	375 00
Chester Cross R'ds	96	58	358 29	.....	16 71	.....	.....	.....	375 00
		471	3,010 68	.....	140 40	186 00	514 00	700 00	3,851 08
MENDHAM.									
Ralstonville.....	58	37	262 75	.....	12 25	.....	.....	.....	275 00
Union.....	59	57	358 29	.....	16 71	.....	100 00	100 00	475 00
Mendham.....	60	88	445 09	.....	20 75	.....	.....	.....	465 84
Mountain.....	61	26	262 75	.....	12 25	.....	.....	.....	275 00
Brookside.....	62	70	358 29	.....	16 71	.....	.....	.....	375 00
Washington Cor....	63	35	262 75	12 25	275 00
		313	1,949 92	90 92	100 00	100 00	2,140 84

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MORRIS, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Morris—Con.									
MORRIS.									
Union Hill.....	64	33	\$262 75	.....	\$12 25	.....	.....	.....	\$275 00
Washington Val.....	65	45	358 29	.....	16 71	.....	.....	.....	375 00
Morris Plains.....	66	170	859 83	.....	40 09	.....	.....	.....	899 92
Morristown.....	67	2,307	11,668 33	.....	544 12	\$3,792 00	\$9,708 00	\$13,500 00	25,712 45
Mountain.....	68	56	358 29	.....	16 71	.....	.....	.....	375 00
		2,611	13,507 49	.....	629 88	3,792 00	9,708 00	13,500 00	27,637 37
PASSAIC.									
New Vernon.....	69	65	358 29	.....	16 71	.....	100 00	100 00	475 00
Logansville.....	70	29	262 75	.....	12 25	.....	.....	.....	275 00
Pleasant Plains.....	73	47	358 29	.....	16 71	.....	.....	.....	375 00
Millington.....	74	53	358 29	.....	16 71	250 00	.....	250 00	625 00
Long Hill.....	75	65	358 29	.....	16 71	.....	.....	.....	375 00
Sterling.....	108	99	500 72	.....	23 35	350 00	450 00	800 00	1,324 07
		358	2,196 68	.....	102 44	600 00	550 00	1,150 00	3,449 07
CHATHAM.									
Green Village.....	72	63	358 29	.....	16 71	50 00	15 00	65 00	440 00
Solon.....	77	23	262 75	.....	12 25	.....	.....	.....	275 00
Mount Vernon.....	78	54	358 29	.....	16 71	250 00	.....	250 00	625 00
Chatham.....	79	244	1,234 10	.....	57 55	1,150 00	350 00	1,500 00	2,791 65
Madison.....	81	719	3,636 55	.....	169 58	2,500 00	500 00	3,000 00	6,806 13
Afton.....	83	49	358 29	.....	16 71	.....	.....	.....	375 00
		1,152	6,208 27	.....	289 51	3,950 00	865 00	4,815 00	11,312 78
HANOVER.									
Monroe.....	84	68	358 29	.....	16 71	.....	.....	.....	375 00
Littleton.....	85	62	358 29	.....	16 71	.....	.....	.....	375 00
Malapardis.....	86	49	358 29	.....	16 71	.....	.....	.....	375 00
Whippany.....	87	120	606 93	.....	28 30	.....	.....	.....	635 23
Hanover.....	88	46	358 29	.....	16 71	.....	.....	.....	375 00
Hanover Neck.....	89	34	262 75	.....	12 25	.....	.....	.....	275 00
Troy.....	90	53	358 29	.....	16 71	.....	.....	.....	375 00
Parsippany.....	91	70	358 29	.....	16 71	.....	.....	.....	375 00
North Parsippany.....	92	27	262 75	.....	12 25	.....	.....	.....	275 00
Old Boonton.....	93	30	262 75	.....	12 25	.....	.....	.....	275 00
Mount Tabor.....	110	71	358 29	.....	16 71	.....	.....	.....	375 00
		630	3,903 21	.....	182 02	.....	.....	.....	4,085 23
BOONTON.									
Powerville.....	94	76	384 39	.....	17 92	.....	50 00	50 00	452 31
Boonton.....	95	897	4,536 84	.....	211 56	3,000 00	.....	3,000 00	7,748 40
		973	4,921 23	.....	229 48	3,000 00	50 00	3,050 00	8,200 71

*Apportionment of School Moneys, by Districts, for the County of
MORRIS, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Morris—Con.									
MONTVILLE.									
Hook Mountain....	97	75	\$379 33	.....	\$17 69	.....	\$40 00	\$40 00	\$437 02
Lower Montville....	98	54	358 29	.....	16 71	.....	.....	.....	375 00
Montville.....	99	111	561 41	.....	26 18	\$100 00	.....	100 00	687 59
Wauhaw.....	100	64	358 29	.....	16 71	75 00	50 00	125 80	500 00
Taylorstown.....	101	52	358 29	.....	16 71	.....	.....	.....	375 00
		356	2,015 61	.....	94 00	175 00	90 00	265 00	2,374 61
PEQUANNOCK.									
Stony Brook.....	102	53	358 29	.....	16 71	.....	125 00	125 00	500 00
Jacksonville.....	103	53	358 29	.....	16 71	.....	.....	.....	375 00
Beavertown.....	104	85	429 91	.....	20 05	100 00	100 00	200 00	649 96
Pompton Plains.....	105	95	480 49	.....	22 41	150 00	100 00	250 00	752 90
Pompton.....	106	48	358 29	.....	16 71	.....	.....	.....	375 00
Bloomington.....	107	59	358 29	.....	16 71	.....	.....	.....	375 00
Butler.....	111	282	1,426 43	.....	66 43	.....	700 00	700 00	2,192 86
		675	3,769 99	.....	175 73	250 00	1,025 00	1,275 00	5,220 72
Summary.									
Randolph.....	.....	2,480	12,798 60	.....	596 82	3,525 00	6,255 00	9,780 00	23,175 42
Rockaway.....	.....	1,788	9,355 59	.....	436 28	3,728 00	722 00	4,450 00	14,241 87
Jefferson.....	.....	444	2,703 77	.....	126 09	.....	1,000 00	1,000 00	3,829 86
Roxbury.....	.....	631	3,543 63	.....	165 25	1,000 00	925 00	1,925 00	5,633 88
Mount Olive.....	.....	630	3,596 27	.....	167 71	800 00	2,000 00	2,800 00	6,563 98
Washington.....	.....	640	3,656 15	.....	170 51	.....	55 00	55 00	3,881 66
Chester.....	.....	471	3,010 68	.....	140 40	186 00	514 00	700 00	3,851 08
Mendham.....	.....	313	1,949 92	.....	90 92	.....	100 00	100 00	2,140 84
Morris.....	.....	2,611	13,507 49	.....	629 88	3,792 00	9,708 00	13,500 00	27,637 37
Passaic.....	.....	353	2,196 63	.....	102 44	600 00	550 00	1,150 00	3,449 07
Chatham.....	.....	1,152	6,208 27	.....	289 51	3,950 00	865 00	4,815 00	11,312 78
Hanover.....	.....	630	3,903 21	.....	182 02	.....	.....	.....	4,085 23
Boonton.....	.....	973	4,921 23	.....	229 48	3,000 00	50 00	3,050 00	8,200 71
Montville.....	.....	356	2,015 61	.....	94 00	175 00	90 00	265 00	2,374 61
Pequanock.....	.....	675	3,769 99	.....	175 73	250 00	1,025 00	1,275 00	5,220 72
		14,152	77,137 04	.....	3,597 04	21,006 00	23,859 00	44,865 00	125,599 08

*Apportionment of School Moneys, by Districts, for the County of
OCEAN, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$60,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
OCEAN.									
PLUMSTEAD.									
New Egypt.....	1	209	\$844 93	.....	\$41 72	.....	.....	.....	\$886 65
Archertown.....	12	64	362 22	.....	12 78	.....	.....	.....	375 00
Collier's Mills.....	3	66	361 82	.....	13 18	.....	.....	.....	375 00
Brindletown.....	53	44	266 22	.....	8 78	.....	\$100 00	\$100 00	375 00
		383	1,835 19	.....	76 46	.....	100 00	100 00	2,011 65
JACKSON.									
Midwood.....	4	38	267 41	.....	7 59	.....	.....	.....	275 00
Prospertown.....	5	70	361 03	.....	13 97	.....	.....	.....	375 00
Cassville.....	6	66	361 82	.....	13 18	.....	.....	.....	375 00
Leesville.....	7	71	360 83	.....	14 17	.....	.....	.....	375 00
Holmansville.....	8	38	267 41	.....	7 59	.....	.....	.....	275 00
New Prospect.....	9	75	360 03	.....	14 97	.....	.....	.....	375 00
Jackson's Mills.....	10	67	361 62	.....	13 38	.....	.....	.....	375 00
Whitesville.....	11	76	359 83	.....	15 17	.....	.....	.....	375 00
Pleasant Grove.....	12	49	365 22	.....	9 78	.....	.....	.....	375 00
Cranberry.....	13	39	267 21	.....	7 79	.....	.....	.....	275 00
		589	3,332 41	.....	117 59	.....	.....	.....	3,450 00
LAKEWOOD.									
Lakewood.....	14	260	1,051 11	.....	51 90	.....	4,000 00	4,000 00	5,103 01
Runyon's.....	46	39	267 21	.....	7 79	.....	.....	.....	275 00
Seven Stars.....	47	60	363 02	.....	11 98	.....	.....	.....	375 00
		359	1,681 34	.....	71 67	.....	4,000 00	4,000 00	5,753 01
BRICK.									
Herbertsville.....	15	74	360 23	.....	14 77	.....	.....	.....	375 00
Point Pleasant.....	16	120	485 12	.....	23 96	200 00	50 00	250 00	759 08
Point Pleasant Bay	17	109	440 66	.....	21 76	.....	.....	.....	462 42
Burrsville.....	18	48	365 42	.....	9 58	.....	.....	.....	375 00
Metedeconk.....	19	62	362 62	.....	12 38	.....	.....	.....	375 00
Osborn's.....	20	53	364 42	.....	10 58	.....	.....	.....	375 00
Cedar Bridge.....	21	92	371 93	.....	18 37	.....	.....	.....	390 30
Pt. Pleasant Beach	49	109	440 66	.....	21 76	990 00	.....	990 00	1,452 42
Bay Head.....	51	47	365 62	.....	9 38	.....	125 00	125 00	500 00
		714	3,556 68	.....	142 54	1,190 00	175 00	1,365 00	5,064 22
MANCHESTER.									
Horicon.....	22	5	274 00	.....	1 00	25 00	25 00	50 00	325 00
Manchester.....	23	223	901 52	.....	44 52	.....	.....	.....	946 04
Ridgeway.....	24	22	270 61	.....	4 39	.....	50 00	50 00	325 00
Whiting's.....	25	43	266 42	.....	8 58	.....	.....	.....	275 00
Red Oak Grove.....	36	17	271 61	.....	3 39	.....	.....	.....	275 00
		310	1,984 16	.....	61 88	25 00	75 00	100 00	2,146 04

*Apportionment of School Moneys, by Districts, for the County of
OCEAN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, firing, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Ocean—Con.									
DOVER.									
Silverton.....	26	77	\$359 63	.....	\$15 37	.....	.....	.....	\$375 00
Cedar Grove.....	27	82	358 63	.....	16 37	.....	.....	.....	375 00
Cold Spring.....	28	46	365 82	.....	9 18	.....	.....	.....	375 00
White Oak Bottom	29	29	269 21	.....	5 79	.....	.....	.....	275 00
Gowdy's.....	30	72	360 63	.....	14 37	.....	.....	.....	375 00
Toms River.....	31	389	1,572 60	.....	77 63	\$1,500 00	.....	\$1,500 00	3,150 23
Union.....	32	100	404 28	.....	19 96	125 00	.....	125 00	549 24
Island Heights.....	52	61	362 82	.....	12 18	.....	\$410 00	410 00	785 00
		856	4,053 62	.....	170 85	1,625 00	410 00	2,035 00	6,259 47
BERKELEY.									
Dover Chapel.....	33	60	363 02	.....	11 98	150 00	.....	150 00	525 00
Bayville.....	34	84	358 23	.....	16 77	.....	.....	.....	375 00
		144	721 25	.....	28 75	150 00	.....	150 00	900 00
LACEY.									
Bamber.....	35	8	273 40	.....	1 60	.....	.....	.....	275 00
Cedar Creek.....	37	60	363 02	.....	11 98	.....	.....	.....	375 00
Forked River.....	38	126	509 38	.....	25 15	.....	.....	.....	534 53
		194	1,145 80	.....	38 73	.....	.....	.....	1,184 53
OCEAN.									
Waretown.....	39	114	460 87	.....	22 76	150 00	85 00	235 00	718 63
Millville.....	40	28	269 41	.....	5 59	.....	.....	.....	275 00
		142	730 28	.....	28 35	150 00	85 00	235 00	993 63
UNION.									
Cedar Grove.....	41	28	269 41	.....	5 59	.....	.....	.....	275 00
Barnegat.....	42	300	1,212 81	.....	59 89	.....	.....	.....	1,272 70
		328	1,482 22	.....	65 48	.....	.....	.....	1,547 70
STAFFORD.									
Manahawkin.....	43	203	820 67	.....	40 52	.....	560 00	560 00	1,421 19
Cedar Run.....	44	72	360 63	.....	14 37	.....	.....	.....	375 00
		275	1,181 30	.....	54 89	.....	560 00	560 00	1,796 19
EAGLESWOOD.									
West Creek.....	45	142	574 07	.....	28 35	250 00	20 00	270 00	872 42
Staffordville.....	48	45	366 02	.....	8 98	.....	30 00	30 00	405 00
Beach Haven.....	50	48	365 42	.....	9 58	.....	.....	.....	375 00
		235	1,305 51	.....	46 91	250 00	50 00	300 00	1,652 42

*Apportionment of School Moneys, by Districts, for the County of
OCEAN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Ocean—Con.									
LITTLE EGG HARBOR.									
Parkertown.....	54	75	\$353 46	.....	\$21 54	.....	.....	.....	\$375 00
Tuckerton.....	55	181	731 73	.....	51 98	\$200 00	\$200 00	\$400 00	1,183 71
West Tuckerton....	56	100	404 28	.....	28 72	200 00	90 00	290 00	723 00
Gifford.....	57	86	350 30	.....	24 70	.....	184 00	184 00	559 00
Shore and Islands..	58	37	264 37	.....	10 63	.....	.....	.....	275 00
		479	2,104 14	.....	137 57	400 00	474 00	874 00	3,115 71
Summary,									
Plumstead.....	383	1,835 19	.....	76 46	.....	100 00	100 00	2,011 65	
Jackson.....	589	3,332 41	.....	117 59	.....	.....	.....	3,450 00	
Lakewood.....	359	1,681 34	.....	71 67	.....	4,000 00	4,000 00	3,753 01	
Brick.....	714	3,556 68	.....	142 54	1,190 00	175 00	1,365 00	5,064 22	
Manchester.....	310	1,984 16	.....	61 88	25 00	75 00	100 00	2,146 04	
Dover.....	856	4,053 62	.....	170 85	1,625 00	410 00	2,035 00	6,259 47	
Berkeley.....	144	721 25	.....	28 75	150 00	.....	150 00	900 00	
Lacey.....	194	1,145 80	.....	38 73	.....	.....	.....	1,184 53	
Ocean.....	142	730 28	.....	28 35	150 00	85 00	235 00	993 63	
Union.....	328	1,482 22	.....	65 48	.....	.....	.....	1,547 70	
Stafford.....	275	1,181 30	.....	54 89	.....	560 00	560 00	1,796 19	
Eagleswood.....	235	1,305 51	.....	46 91	250 00	50 00	300 00	1,652 42	
Little Egg Harbor	479	2,104 14	.....	137 57	400 00	474 00	874 00	3,115 71	
	5,008	25,113 90	.....	1,041 67	3,790 00	5,929 00	9,719 00	35,874 57	

*Apportionment of School Moneys, by Districts, for the County of
PASSAIC, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
PASSAIC.									
ACQUACKANONK.									
S. Acquackanonk..	1	81	\$371 72	.....	\$3 28	\$100 00	\$300 00	\$400 00	\$775 00
Centreville.....	2	137	608 95	.....	5 55	500 00	.....	500 00	1,114 15
Clifton	3	205	911 25	.....	8 30	1,000 00	.....	1,000 00	1,919 52
N. Acquackanonk	4	61	372 53	.....	12 47	.....	.....	.....	375 00
Albion Place.....	32	83	371 64	.....	3 36	125 00	135 00	260 00	635 00
Athenia	39	91	404 49	.....	3 69	1,000 00	50 00	1,050 00	1,458 18
		658	3,040 55	.....	26 65	2,725 00	485 00	3,210 00	6,277 20
Passaic	5	3,333	14,815 00	.....	134 98	9,268 06	12,376 63	21,644 69	27,016 61
LITTLE FALLS.									
Little Falls.....	6	127	564 51	.....	5 14	.....	200 00	200 00	769 65
Southwest.....	7	175	777 87	.....	7 09	300 00	300 00	600 00	1,384 96
Passaic Valley.....	8	215	955 66	.....	8 71	.....	200 00	200 00	1,164 37
		517	2,298 04	.....	20 94	300 00	700 00	1,000 00	3,318 98
MANCHESTER.									
Totowa.....	9	95	422 27	.....	3 85	.....	443 35	443 35	869 47
Hawthorne.....	10	71	372 13	.....	2 87	200 00	200 00	400 00	775 00
Goffe	11	83	371 64	.....	3 36	.....	136 00	136 00	511 00
Upper Haledon...	12	91	404 49	.....	3 69	400 00	100 00	500 00	908 18
Haledon Village...	36	285	1,266 81	.....	11 54	.....	700 00	700 00	1,978 35
Prospect Park.....	40	153	680 07	.....	6 20	.....	.....	.....	686 27
		778	3,517 41	.....	31 51	600 00	1,579 35	2,179 35	5,728 27
WAYNE.									
Franklin	13	122	542 28	.....	4 94	250 00	1,010 00	1,260 00	1,807 22
Jefferson	14	102	453 38	.....	4 13	.....	700 00	700 00	1,157 51
Preakness.....	15	111	493 39	.....	4 49	150 00	.....	150 00	647 88
Washington	16	91	404 49	.....	3 69	150 00	145 00	295 00	705 18
Lafayette	17	100	444 50	.....	4 05	75 00	100 00	175 00	623 55
		526	2,338 04	.....	21 30	625 00	1,955 00	2,580 00	4,939 34
POMPTON.									
Pompton Church...	18	106	471 16	.....	4 29	.....	50 00	50 00	525 45
Wanaque	19	54	372 81	.....	2 19	.....	300 00	300 00	675 00
Midvale	37	46	373 14	.....	1 86	.....	.....	.....	375 00
Stonetown.....	20	45	373 18	.....	1 82	.....	.....	.....	375 00
Boardville.....	21	87	386 70	.....	3 52	.....	.....	.....	390 22
Ringwood.....	22	140	622 29	.....	5 67	.....	.....	.....	627 96
Bloomington.....	23	332	1,475 73	.....	13 45	.....	525 00	525 00	2,014 18
		810	4,075 01	.....	32 80	.....	875 00	875 00	4,982 81

*Apportionment of School Moneys, by Districts, for the County of
PASSAIC, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Passaic—Con.									
WEST MILFORD									
Charlotteburg	24	39	\$273 42	.....	\$1 58	.....	.....	.....	\$275 00
Lower Macopin.....	25	129	573 40	.....	3 22	.....	.....	.....	578 62
Upper Macopin.....	26	95	422 27	.....	3 85	.....	\$75 00	\$75 00	501 12
Postville	27	50	371 98	.....	2 02	.....	.....	.....	375 00
West Milford.....	28	98	435 60	.....	3 97	.....	125 00	125 00	564 57
Hewitt	29	59	372 61	.....	2 39	.....	.....	.....	375 00
Greenwood.....	30	41	273 34	.....	1 66	.....	.....	.....	275 00
Newfoundland.....	31	99	440 05	.....	4 01	.....	.....	.....	444 06
Clinton	32	37	273 50	.....	1 50	.....	1,500 00	1,500 00	1,775 00
Oak Ridge.....	33	45	373 18	.....	1 82	.....	.....	.....	375 00
Stockholm	34	48	373 06	.....	1 94	.....	.....	.....	375 00
		740	4,183 41	.....	29 96	.....	1,700 00	1,700 00	5,913 37
Paterson	35	21,489	95,517 46	.....	870 24	.....	.....	.....	96,387 70
Summary.									
Acquackanonk		658	3,040 55	.....	26 65	\$2,725 00	485 00	3,210 00	6,277 20
Passaic.....		3,333	14,815 00	.....	134 98	9,268 06	12,376 63	21,644 69	36,594 67
Little Falls.....		517	2,298 04	.....	20 94	300 00	700 00	1,000 00	3,318 98
Manchester		778	3,517 41	.....	31 51	600 00	879 35	1,479 35	5,028 27
Wayne		526	2,338 04	.....	21 30	625 00	1,955 00	2,580 00	4,939 34
Pompton		810	4,075 01	.....	32 80	.....	875 00	875 00	4,982 81
West Milford		740	4,183 41	.....	29 96	.....	1,700 00	1,700 00	5,913 37
Paterson		21,489	95,517 46	.....	870 24	.....	.....	.....	96,387 70
		28,851	129,784 92	.....	1,168 38	13,518 06	18,970 98	32,489 04	163,442 34

*Apportionment of School Moneys, by Districts, for the County of
SALEM, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
SALEM.									
City of Salem.....	1	1,470	\$9,621 99		\$514 50		\$5,848 00	\$5,848 00	\$15,984 49
ELSINBORO.									
Union.....	2	73	476 11		25 56				501 67
Elsinboro.....	3	81	528 28		28 34				556 62
Independent.....	40	45	375 00						375 00
LOWER ALLO- WAYS CREEK.									
		199	1,379 39		53 90				1,433 29
Franklin.....	4	83	541 33		29 04				570 37
Harmersville.....	6	42	325 00						325 00
Canton.....	7	81	528 28		28 36				556 64
Friendship.....	8	32	325 00						325 00
Cross Roads.....	9	33	325 00						325 00
L. PENN'S NECK									
		271	2,044 61		57 40				2,102 01
Harrisonville.....	10	73	476 10		25 56				501 66
Finn's Point.....	11	70	456 54		24 50				481 04
Centre.....	12	31	325 00						325 00
Pennsville.....	13	110	717 42		38 50		125 00	125 00	880 92
Church.....	14	64	417 41		22 40				439 81
MANNINGTON.									
		348	2,392 47		110 96		125 00	125 00	2,628 43
PILESGROVE.									
		527	3,718 58		144 54				3,863 12
Laurel Hill.....	24	53	375 00						375 00
Sharptown.....	25	86	560 89		30 10				590 99
Woodstown.....	26	500	3,261 00		175 00		600 00	600 00	4,036 00
Eldridge Hill.....	27	52	375 00						375 00
Friendship.....	28	29	325 00						325 00
Union Grove.....	29	37	325 00						325 00
Morgan.....	30	50	375 00			\$200 00		200 00	575 00
Yorketown.....	31	66	425 45		23 10				448 55
		573	6,022 34		228 20	200 00	600 00	800 00	7,050 54

*Apportionment of School Moneys, by Districts, for the County of
SALEM, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Salem—Con.									
ALLOWAY.									
Horse Branch.....	32	75	\$489 15	.....	26 24	.....	.....	.....	\$515 39
Friesburg.....	33	66	430 45	.....	23 10	.....	.....	.....	453 55
Franklin.....	34	60	391 32	.....	21 00	.....	.....	.....	412 32
Washington.....	35	58	378 28	.....	20 30	.....	.....	.....	398 58
Alloway.....	37	171	1,115 26	.....	59 86	.....	.....	.....	1,175 12
Pentonyville.....	38	49	375 00	.....	.....	.....	.....	.....	375 00
Fisher.....	39	51	375 00	.....	.....	.....	.....	.....	375 00
		530	3,554 46	.....	150 50	.....	.....	.....	3,704 96
QUINTON.									
Harmony.....	41	69	450 01	.....	24 16	.....	.....	.....	474 17
Union.....	42	28	325 00	.....	.....	.....	.....	.....	325 00
Quinton.....	43	170	1,108 74	.....	59 50	.....	.....	.....	1,168 24
		267	1,883 75	.....	83 66	.....	.....	.....	1,967 41
OLDMANS.									
Auburn.....	44	132	860 90	.....	46 20	.....	.....	.....	907 10
Pedricktown.....	45	154	1,004 39	.....	53 90	.....	.....	.....	1,058 29
Literary.....	46	46	375 00	.....	.....	.....	.....	.....	375 00
Brick.....	47	55	375 00	.....	.....	.....	.....	.....	375 00
Perkintown.....	53	29	325 00	.....	.....	.....	.....	.....	325 00
		416	2,940 29	.....	100 10	.....	.....	.....	3,040 39
UPPER PENN'S NECK.									
Central.....	48	73	476 11	.....	25 54	.....	.....	.....	501 65
Cove.....	49	71	463 06	.....	24 84	.....	.....	.....	487 90
Wright.....	50	57	375 00	.....	.....	.....	.....	.....	375 00
Wiley.....	51	66	430 45	.....	23 10	.....	.....	.....	453 55
Pennsgrove.....	52	332	2,165 30	.....	116 20	.....	\$600 00	.....	2,881 50
		599	3,909 92	.....	189 68	.....	600 00	.....	4,699 60
UPPER PITTSBORO.									
Whig Lane.....	54	50	375 00	.....	.....	.....	.....	.....	375 00
Centre Union.....	55	61	397 84	.....	21 36	.....	.....	.....	419 20
Independence.....	56	74	482 63	.....	25 90	.....	.....	.....	508 53
Washington.....	57	39	325 00	.....	.....	.....	.....	.....	325 00
Jefferson.....	58	48	375 00	.....	.....	.....	.....	.....	375 00
Friendship.....	59	61	397 84	.....	21 36	.....	.....	.....	419 20
New Freedom.....	60	28	325 00	.....	.....	.....	.....	.....	325 00
Walnut Grove.....	61	39	325 00	.....	.....	.....	.....	.....	325 00
Monroe.....	62	90	586 98	.....	31 50	.....	.....	.....	618 48
Union.....	63	21	325 00	.....	.....	.....	.....	.....	325 00
		511	3,915 29	.....	100 12	.....	.....	.....	4,015 41

*Apportionment of School Moneys, by Districts, for the County of
SALEM, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Salem—Con.									
PITTSBORO.									
Elmer	64	254	\$1,656 59	.....	888 90	\$100 00	\$200 00	.....	\$2,045 49
Greenville	65	58	378 28	.....	20 30	.....	.....	.....	398 58
Centerton	66	49	375 00	.....	.....	.....	.....	.....	375 00
Upper Neck	67	63	410 89	.....	22 04	.....	.....	.....	432 93
Lower Neck	68	127	828 29	.....	44 44	.....	.....	.....	872 73
Charity	69	58	378 27	.....	20 30	.....	.....	.....	398 57
Good Hope	70	60	391 32	.....	21 00	.....	.....	.....	412 32
Alliance Pioneer...	71	187	1,214 61	.....	65 46	.....	.....	.....	1,280 07
Summary.		856	5,633 25	.....	282 44	100 00	200 00	.....	6,215 69
City of Salem.....		1,470	9,621 99	.....	514 50	.....	5,848 00	\$5,848 00	15,984 49
Elsinboro	199	1,379 39	.....	53 90	.....	.....	.....	.....	1,433 29
L. Alloways Creek	271	2,044 61	.....	57 40	.....	.....	.....	.....	2,102 01
L. Penn's Neck	348	2,392 47	.....	110 96	.....	125 00	125 00	.....	2,628 43
Mannington	527	3,718 58	.....	144 54	.....	.....	.....	.....	3,863 12
Pilesgrove	873	6,022 34	.....	228 20	200 00	600 00	800 00	.....	7,050 54
Alloway	530	3,554 46	.....	150 50	.....	.....	.....	.....	3,704 96
Quinton	267	1,883 75	.....	83 66	.....	.....	.....	.....	1,967 41
Oldmans	416	2,940 29	.....	100 10	.....	.....	.....	.....	3,040 39
Up. Penn's Neck	599	3,909 92	.....	189 68	.....	600 00	600 00	.....	4,699 60
Upper Pittsgrove	511	3,915 29	.....	100 12	.....	.....	.....	.....	4,015 41
Pittsgrove	856	5,633 25	.....	282 44	100 00	200 00	300 00	.....	6,215 69
		6,867	47,016 34	.....	2,016 00	300 00	7,373 00	7,673 00	56,705 34

*Apportionment of School Moneys, by Districts, for the County of
- SOMERSET, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
SOMERSET.									
BEDMINSTER.									
Peapack	1	75	\$502 80	.....	\$29 78	.....	.....	.....	\$532 58
Union Grove	2	47	356 35	.....	18 65	.....	.....	.....	375 00
Bedminster	4	64	429 07	.....	25 40	.....	.....	.....	454 47
Cross Roads	5	51	354 75	.....	20 25	.....	.....	.....	375 00
Foot of Lane	6	48	355 94	.....	19 06	.....	.....	.....	375 00
Pottersville	7	71	476 00	.....	28 19	.....	\$80 00	\$80 00	584 19
Lamington	8	37	260 32	.....	14 68	.....	35 00	35 00	310 00
Pluckamin	9	69	462 59	.....	27 38	.....	.....	.....	489 97
Burnt Mills	10	38	259 91	.....	15 09	.....	.....	.....	275 00
		500	3,457 73	.....	198 48	.....	115 00	115 00	3,771 21
BERNARDS.									
Bernardsville	11	107	717 35	.....	42 47	200 00	.....	200 00	959 82
Basking Ridge	12	132	884 96	.....	52 39	150 00	.....	150 00	1,087 35
Mine Mount	13	47	356 35	.....	18 65	.....	275 00	275 00	650 00
Mine Brook	14	56	375 44	.....	22 22	.....	.....	.....	397 66
Franklin	15	45	357 13	.....	17 87	.....	.....	.....	375 00
Mount Prospect	16	46	356 75	.....	18 25	.....	.....	.....	375 00
Liberty Corner	17	62	415 65	.....	24 62	.....	200 00	200 00	640 27
Pleasant Valley	18	38	259 91	.....	15 09	.....	.....	.....	275 00
		533	3,723 54	.....	211 56	350 00	475 00	825 00	4,760 10
BRANCHBURG.									
North Branch	19	112	750 88	.....	44 45	.....	.....	.....	795 33
Cedar Grove	20	58	388 85	.....	23 03	.....	.....	.....	411 88
Harlan	21	45	357 13	.....	17 87	.....	.....	.....	375 00
South Branch	22	70	469 29	.....	27 78	.....	.....	.....	497 07
Fair View	23	67	449 19	.....	26 60	.....	.....	.....	475 79
		352	2,415 34	.....	139 73	.....	.....	.....	2,555 07
BRIDGEWATER									
Washington Val... ..	24	56	375 44	.....	22 22	.....	.....	.....	397 66
Martinsville	25	91	610 07	.....	36 13	.....	.....	.....	646 20
Adamsville	26	53	353 97	.....	21 03	.....	.....	.....	375 00
Green Knoll	27	51	354 75	.....	20 25	.....	172 00	172 00	547 00
Somerville	28	939	6,295 27	.....	372 73	500 00	2,000 00	2,500 00	9,168 00
Raritan	29	713	4,780 09	.....	283 02	.....	.....	.....	5,063 11
Bound Brook	31	417	2,795 67	.....	165 53	.....	550 00	550 00	3,511 20
		2,320	15,565 26	.....	920 91	500 00	2,722 00	3,222 00	19,708 17

*Apportionment of School Money, by Districts, for the County of
SOMERSET, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Somerset—Con.									
WARREN.									
South Sterling.....	32	35	\$261 10	.....	\$13 90	.....	.....	.....	\$275 00
Dead River.....	33	36	260 72	.....	14 28	.....	.....	.....	275 00
Mount Horeb.....	34	47	356 35	.....	18 65	.....	.....	.....	375 00
Warrenville.....	35	103	690 53	.....	40 88	.....	.....	.....	731 41
Springdale.....	35½	84	563 15	.....	33 35	.....	.....	.....	596 50
		305	2,131 85	.....	121 06	.....	.....	.....	2,252 91
NORTH PLAINFIELD.									
Washingtonville....	36	88	589 96	.....	34 93	.....	.....	.....	624 89
Green Brook.....	37	52	354 36	.....	20 64	.....	.....	.....	375 00
North Plainfield....	38	940	6,301 96	.....	373 12	\$2,000 00	\$1,500 00	.....	10,175 08
		1,080	7,246 28	.....	428 69	2,000 00	1,500 00	.....	11,174 97
HILLSBOROUGH.									
Woodville.....	39	51	354 75	.....	20 25	.....	.....	.....	375 00
Harmony Plains....	40	38	259 91	.....	15 09	.....	.....	.....	275 00
New Centre.....	41	47	356 35	.....	18 65	.....	.....	.....	375 00
Liberty.....	42	63	422 35	.....	25 00	.....	.....	.....	447 35
Bloomington.....	43	49	355 54	.....	19 46	.....	.....	.....	375 00
Millstone.....	44	73	489 41	.....	28 97	25 00	50 00	\$75 00	593 38
Hillsborough.....	45	53	353 97	.....	21 03	.....	.....	.....	375 00
Blackwell's.....	46	40	259 13	.....	15 87	.....	.....	.....	275 00
Pleasant View.....	47	53	353 97	.....	21 03	.....	.....	.....	375 00
Mountain.....	48	40	259 13	.....	15 87	.....	.....	.....	275 00
Flagtown.....	50	65	435 77	.....	25 81	.....	.....	.....	461 58
Neshanic.....	51	110	737 48	.....	43 67	245 00	.....	245 00	1,026 15
Montgomery.....	52	52	354 35	.....	20 65	.....	.....	.....	375 00
Clover Hill.....	53	65	435 77	.....	25 81	.....	.....	.....	461 58
		799	5,427 88	.....	317 16	270 00	50 00	320 00	6,065 04
MONTGOMERY.									
Harlingen.....	54	94	630 21	.....	37 32	.....	.....	.....	667 53
Blawenburg.....	55	79	529 63	.....	31 36	.....	.....	.....	560 99
Rocky Hill.....	56	105	703 93	.....	41 68	.....	.....	.....	745 61
Riverside.....	57	47	356 35	.....	18 65	.....	.....	.....	375 00
Hollow.....	58	63	422 35	.....	25 00	.....	110 00	110 00	557 35
Plainville.....	59	47	356 35	.....	18 65	.....	.....	.....	375 00
		435	2,998 82	.....	172 66	.....	110 00	110 00	3,281 48

*Apportionment of School Moneys, by Districts, for the County of
SOMERSET, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Somerset—Con									
FRANKLIN.									
Clinton	60	92	\$616 79	.....	\$36 51	.....	.....	.....	\$653 30
Bloomington.....	61	104	697 25	.....	41 28	.....	.....	.....	738 53
Uniondale.....	62	58	388 85	.....	23 03	.....	.....	.....	411 88
Raritan River.....	63	28	263 89	.....	11 11	.....	\$100 00	\$100 00	375 00
Middlebush.....	65	75	502 80	.....	29 78	.....	.....	.....	532 58
South Middlebush.....	66	32	262 30	.....	12 70	.....	.....	.....	275 00
Pleasant Plains.....	67	42	258 32	.....	16 68	.....	.....	.....	275 00
Three Mile Run.....	68	63	422 35	.....	25 00	.....	.....	.....	447 35
Elm	69	91	610 07	.....	36 13	.....	.....	.....	646 20
Ten Mile Run.....	70	33	261 91	.....	13 09	.....	.....	.....	275 00
Up. Ten Mile Run.....	71	45	357 13	.....	17 87	.....	.....	.....	375 00
East Millstone.....	73	181	1,213 46	.....	71 84	.....	.....	.....	1,285 30
Weston.....	74	41	258 73	.....	16 27	.....	212 00	212 00	487 00
Griggstown	75	19	267 45	.....	7 55	.....	.....	.....	275 00
		904	6,381 30	.....	358 84	.....	312 00	312 00	7,052 14
Summary.									
Bedminster	500	3,457 73	.....	198 48	.....	115 00	115 00	3,771 21	
Bernards.....	533	3,723 54	.....	211 56	\$350 00	475 00	825 00	4,760 10	
Branchburg.....	352	2,415 34	.....	139 73	.....	.....	.....	2,555 07	
Bridgewater.....	2,320	15,565 26	.....	920 91	500 00	2,722 00	3,222 00	19,708 17	
Warren.....	305	2,131 85	.....	121 06	.....	.....	.....	2,252 91	
North Plainfield	1,080	7,246 28	.....	428 69	2,000 00	1,500 00	3,500 00	11,174 97	
Hillsborough	799	5,427 88	.....	317 16	270 00	50 00	320 00	6,065 04	
Montgomery.....	435	2,998 82	.....	172 66	.....	110 00	110 00	3,281 48	
Franklin.....	904	6,381 30	.....	358 84	.....	312 00	312 00	7,052 14	
		7,228	49,348 00	.....	2,869 09	3,120 00	5,284 00	8,404 00	60,621 09

*Apportionment of School Moneys, by Districts, for the County of
SUSSEX, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
SUSSEX.									
MONTAGUE.									
River	1	29	\$257 89	.....	\$17 11	.....	.....	.....	\$275 00
Delaware	3	50	351 67	.....	23 33	\$125 00	.....	\$125 00	500 00
Church.....	4	56	351 67	.....	23 33	.....	\$500 00	500 00	375 00
Clove.....	7	52	351 67	.....	23 33	.....	.....	.....	375 00
		187	1,312 90	.....	87 10	125 00	500 00	625 00	2,025 00
SANDYSTON.									
Union.....	9	53	351 67	.....	23 33	.....	.....	.....	375 00
Peters Valley.....	10	48	351 67	.....	23 33	.....	.....	.....	375 00
Centerville.....	11	35	257 89	.....	17 11	.....	.....	.....	275 00
Hainesville.....	12	66	351 67	.....	23 33	.....	.....	.....	375 00
Tuttle's Corner.....	14	25	257 89	.....	17 11	.....	.....	.....	275 00
Shaytown.....	16	54	351 67	.....	23 33	.....	.....	.....	375 00
Flatbrook Valley..	17	22	257 89	.....	17 11	.....	.....	.....	275 00
		303	2,180 35	.....	144 65	.....	.....	.....	2,325 00
WALPACK.									
Flatbrookville.....	18	37	257 89	.....	17 11	.....	.....	.....	275 00
Central.....	19	23	257 89	.....	17 11	.....	.....	.....	275 00
Walpack Centre....	20	45	351 67	.....	23 33	.....	.....	.....	375 00
		104	867 45	.....	57 55	.....	.....	.....	925 00
STILLWATER.									
Yellow Frame.....	23	27	257 89	.....	17 11	.....	.....	.....	275 00
Fredon.....	24	75	351 67	.....	23 33	.....	.....	.....	375 00
Stillwater.....	25	91	361 79	.....	23 99	.....	.....	.....	385 78
Mount Pleasant.....	26	26	257 89	.....	17 11	.....	475 00	475 00	750 00
Mount Holly.....	27	72	351 67	.....	23 33	.....	.....	.....	375 00
Middleville.....	28	63	351 67	.....	23 33	.....	.....	.....	375 00
Swartswood.....	29	65	351 67	.....	23 33	.....	.....	.....	375 00
Keene's Corner.....	31	46	351 67	.....	23 33	.....	425 00	425 00	800 00
		465	2,635 92	.....	174 86	.....	900 00	900 00	3,710 78
GREEN.									
Tranquility.....	33	48	351 67	.....	23 33	.....	.....	.....	375 00
Greensville.....	34	32	257 89	.....	17 11	.....	.....	.....	275 00
Huntsville.....	35	38	257 89	.....	17 11	.....	.....	.....	275 00
Hunt's Mills.....	36	37	257 89	.....	17 11	.....	.....	.....	275 00
		155	1,125 34	.....	74 66	.....	.....	.....	1,200 00

*Apportionment of School Moneys, by Districts, for the County of
SUSSEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Sussex—Con.									
BYRAM.									
Stanhope.....	37	200	\$795 14	\$700 00	\$52 71	\$600 00		\$600 00	\$2,147 85
Waterloo.....	38	79	351 67	175 00	23 33				550 00
Roseville.....	39	38	257 89	75 00	17 11				350 00
Brooklyn.....	40	42	257 89	75 00	17 11		\$254 00	254 00	604 00
Amity.....	41	40	257 89	75 00	17 11		480 00	480 00	830 00
		399	1,920 48	1,100 00	127 37	600 00	734 00	1,334 00	4,481 85
ANDOVER.									
Andover.....	43	163	648 04	250 00	42 96				941 00
Springdale.....	44	47	351 67	25 00	23 33				400 00
Clintou.....	45	26	257 89		17 11				275 00
Germany.....	46	57	351 67	25 00	23 33				400 00
		293	1,609 27	300 00	106 73				2,016 00
SPARTA.									
Sparta Mountain...	48	29	257 89	50 00	17 11				325 00
Hopewell.....	49	43	257 89	50 00	17 11				325 00
Ogdensburg.....	50	147	584 43	400 00	38 74	200 00	150 00	350 00	1,373 17
Sparta.....	51	85	351 67	375 00	23 33				750 00
West Mountain.....	52	41	257 89	50 00	17 11				325 00
Houses.....	53	30	257 89	100 00	17 11				375 00
New Prospect.....	54	36	257 89	50 00	17 11				325 00
Pullis.....	55	20	257 89	50 00	17 11				325 00
Ogden Mine.....	56	40	257 89	75 00	17 11	125 00	75 00	200 00	550 00
		471	2,741 33	1,200 00	181 84	325 00	225 00	550 00	4,673 17
HARDYSTON.									
Holland.....	57	70	351 67	25 00	23 33				400 00
Rudeville.....	58	49	351 67		23 33				375 00
Hardystonville.....	59	60	351 67	25 00	23 33				400 00
North Church.....	60	42	257 89	50 00	17 11				325 00
Hamburg.....	61	155	616 23	275 00	40 85	150 00		150 00	1,082 08
Stockholm.....	62	58	351 67	50 00	23 33				425 00
Monroe.....	63	27	257 89	50 00	17 11		25 00	25 00	350 00
Franklin.....	64	270	1,073 46	500 00	71 17	155 37	274 63	430 00	2,074 63
Willistine.....	65	34	257 89	25 00	17 11				300 00
		765	3,870 04	1,000 00	256 67	305 37	299 63	605 00	5,731 71

*Apportionment of School Moneys, by Districts, for the County of
SUSSEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$400,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Sussex—Con.									
VERNON.									
Cherry Ridge.....	67	14	\$257 89	\$25 00	\$17 11				\$300 00
Canisteer.....	68	31	257 89	50 00	17 11				325 00
Williams.....	69	40	257 89	25 00	17 11	\$120 00	\$120 00		420 00
Vernon.....	70	61	351 67	75 00	23 33				450 00
Price.....	71	34	257 89	75 00	17 11	140 00	140 00		490 00
Longwell.....	72	23	257 89	50 00	17 11				325 00
Glenwood.....	73	45	351 67		23 33				375 00
McAfee.....	74	75	351 67	25 00	23 33				400 00
Independent.....	75	50	351 67		23 33				375 00
Milton.....	76	51	351 67		23 33				375 00
Sprague.....	77	24	257 89	50 00	17 11				325 00
Parker.....	79	12	257 89		17 11				275 00
Wawayanda.....	80	19	257 89	25 00	17 11				300 00
		479	3,821 47	400 00	253 53		260 00	260 00	4,735 00
WANTAGE.									
Dunn.....	82	30	257 89	100 00	17 11				375 00
Dunning.....	83	32	257 89	100 00	17 11				375 00
Wolfpit.....	84	47	351 67	25 00	23 33				400 00
Mount Salem.....	85	19	257 89	50 00	17 11				325 00
Jacksonville.....	86	32	257 89	50 00	17 11				325 00
Coleville.....	87	48	351 67	50 00	23 33				425 00
Clove.....	88	24	257 89	50 00	17 11				325 00
Rosencrance.....	90	26	257 89	50 00	17 11				325 00
Libertyville.....	91	30	257 89	50 00	17 11				325 00
Central.....	93	46	351 67	25 00	23 33				400 00
Van Sickle.....	94	27	257 89	75 00	17 11				350 00
Woodbourne.....	95	18	257 89	50 00	17 11				325 00
Lewisburg.....	96	36	257 89	75 00	17 11				350 00
Pond.....	97	51	351 67	25 00	23 33				400 00
Blooming Grove.....	98	53	351 67	50 00	23 33				425 00
Union.....	99	29	257 89	75 00	17 11				350 00
Beemerville.....	100	57	351 67	100 00	23 33	300 00	300 00		775 00
		605	4,946 81	1,000 00	328 19		300 00	300 00	6,575 00
DECKERTOWN.									
Deckertown.....	92	242	962 14		63 79	\$950 00		950 00	1,975 93
FRANKFORD.									
Madison.....	101	28	257 89	30 00	17 11				305 00
Longbridge.....	102	19	257 89	30 00	17 11				305 00
Branchville.....	103	121	481 07	225 00	31 89				737 96
Augusta.....	105	42	257 89	35 00	17 11				310 00
Frankford Plains.....	106	40	257 89	25 00	17 11				300 00
Harmony.....	107	16	257 89	25 00	17 11				300 00
Wykertown.....	110	26	257 89	30 00	17 11				305 00
		292	2,028 41	400 00	134 55				2,562 96

*Apportionment of School Moneys, by Districts, for the County of
SUSSEX, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

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Sussex—Con.									
HAMPTON.									
Myers	111	38	\$257 89	\$17 11	\$275 00
Laurel Grove.....	112	37	257 89	17 11	275 00
Washingtonville...	113	58	351 67	23 33	\$125 00	\$125 00	500 00
Myrtle Grove.....	114	45	351 67	23 33	375 00
		178	1,219 12	80 88	125 00	125 00	1,425 00
NEWTON.									
Newton.....	115	679	2,699 55	178 98	\$3,500 00	3,500 00	6,378 53
LAFAYETTE.									
Lafayette	116	88	351 67	23 33	375 00
Statesville.....	117	48	351 67	23 33	375 00
Harmony Vale.....	118	49	351 67	23 33	375 00
		185	1,055 01	69 99	1,125 00
Summary.									
Montague	187	1,312 90	87 10	125 00	500 00	625 00	2,025 00
Sandyston.....	303	2,180 35	144 65	2,325 00
Wallpack	104	867 45	57 55	925 00
Stillwater	465	2,635 92	174 86	900 00	900 00	3,710 78
Green	155	1,125 34	74 66	1,200 00
Byram	399	1,920 48	\$1,100 00	127 37	600 00	734 00	1,334 00	4,481 85
Andover.....	293	1,609 27	300 00	106 73	2,016 00
Sparta.....	471	2,741 33	1,200 00	181 84	325 00	225 00	550 00	4,673 17
Hardyston.....	765	3,870 04	1,000 00	256 67	305 37	299 63	605 00	5,731 71
Vernon.....	479	3,821 47	400 00	253 53	260 00	260 00	4,735 00
Wantage	605	4,946 81	1,000 00	328 19	300 00	300 00	6,575 00
Deckertown.....	247	962 14	63 79	950 00	950 00	1,975 93
Frankford	292	2,028 41	400 00	134 55	2,562 96
Hampton	178	1,219 12	80 88	125 00	125 00	1,425 00
Newton	679	2,699 55	178 98	3,500 00	3,500 00	6,378 53
Lafayette	185	1,055 01	69 99	1,125 00
		5,802	34,995 59	5,400 00	2,321 34	5,505 37	3,343 63	9,149 00	51,865 93

*Apportionment of School Moneys, by Districts, for the County of
UNION, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
UNION.									
LINDEN.									
Linden	1	170	\$925 62			\$500 00	\$500 00	\$1,000 00	\$1,925 62
East Linden.....	12	68	375 00			150 00	50 00	200 00	575 00
South Roselle.....	4	289	1,573 54			1,800 00	1,700 00	3,500 00	5,073 54
		527	2,874 16			2,450 00	2,250 00	4,700 00	7,574 16
Elizabeth	5	9,784	53,271 43				23,502 08	23,502 08	76,773 51
CLARK.									
Scudder	6	74	402 92			30 00	45 00	75 00	477 92
Rahway	7	1,830	9,963 89			3,257 94	5,510 61	8,768 55	18,732 44
Cranford	9	376	2,047 22			2,500 00	2,000 00	4,500 00	6,547 22
WESTFIELD.									
Westfield	10	551	3,000 06			4,120 00	4,360 00	8,480 00	11,480 06
Locust Grove.....	15	57	375 00			125 00	75 00	200 00	575 00
		608	3,375 06			4,245 00	4,435 00	8,680 00	12,055 06
FANWOOD.									
Willow Grove.....	11	48	375 00			100 00	25 00	125 00	500 00
Scotch Plains.....	14	250	1,361 19			2,000 00	600 00	2,600 00	3,961 19
		298	1,736 19			2,100 00	625 00	2,725 00	4,461 19
Plainfield	12	2,857	15,555 65			13,428 91	38,651 09	52,080 00	67,635 65
NEW PROVIDENCE.									
Feltonville.....	16	72	392 02			100 00	100 00	200 00	592 02
Solon.....	17	62	375 00			200 00	50 00	250 00	625 00
New Providence...	18	113	615 26			600 00	100 00	700 00	1,315 26
		247	1,382 28			900 00	250 00	1,150 00	2,532 28
SUMMIT.									
Summit	19	574	3,125 29			1,700 00	2,085 00	3,785 00	6,910 29
East Summit.....	20	166	903 84				550 00	550 00	1,453 84
		740	4,029 13			1,700 00	2,635 00	4,335 00	8,364 13

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UNION, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

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Union—Con.									
SPRINGFIELD.									
Branch Mills.....	21	47	\$375 00						\$375 00
Springfield.....	122	185	1,007 28			\$500 00	\$250 00	\$750 00	1,757 28
		232	1,382 28			500 00	250 00	750 00	2,132 28
UNION.									
Unionville.....	23	89	484 58			75 00	75 00	150 00	634 58
North Roselle.....	25	238	1,295 86			1,800 00	1,000 00	2,800 00	4,095 86
Connecticut Farms.....	27	106	577 14			650 00	150 00	800 00	1,377 14
Lyons Farms.....	28	67	375 00			500 00	100 00	600 00	975 00
Salem.....	29	101	549 92			200 00	200 00	400 00	949 92
		601	3,282 50			3,225 00	1,525 00	4,750 00	8,032 50
Summary.									
Linden.....		527	2,874 16			2,450 00	2,250 00	4,700 00	7,574 16
Elizabeth.....		9,784	53,271 43				23,502 08	23,502 08	76,773 51
Clark.....		74	402 92			30 00	45 00	75 00	477 92
Rahway.....		1,830	9,963 89			3,257 94	5,510 61	8,768 55	18,732 44
Cranford.....		376	2,047 25			2,500 00	2,000 00	4,500 00	6,547 22
Westfield.....		608	3,375 06			4,245 00	4,435 00	8,680 00	12,055 06
Fanwood.....		298	1,736 19			2,100 00	625 00	2,725 00	4,461 19
Plainfield.....		2,857	15,555 65			13,428 91	38,651 09	52,080 00	67,635 65
New Providence.....		247	1,332 28			900 00	250 00	1,150 00	2,532 28
Summit.....		740	4,029 13			1,700 00	2,635 00	4,335 00	8,364 13
Springfield.....		232	1,382 28			500 00	250 00	750 00	2,132 28
Union.....		601	3,282 50			3,225 00	1,525 00	4,750 00	8,032 50
		18,174	99,302 71			34,336 85	81,678 78	116,015 63	215,818 34

*Apportionment of School Moneys, by Districts, for the County of
WARREN, State of New Jersey, for the School
Year ending August 31, 1893.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district between five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from township tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school-houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
WARREN.									
POHATCONG.									
Finesville	1	85	\$462 95						\$462 95
Hughesville.....	2	115	626 35			\$240 00	\$1,260 00	\$1,500 00	2,126 35
Carpenterville.....	3	85	462 95						462 95
Springtown	4	66	375 00				600 00	600 00	975 00
		351	1,927 25			240 00	1,860 00	2,100 00	4,027 25
GREENWICH.									
Kennedyville.....	5	53	375 00						375 00
Still Valley.....	6	46	375 00						375 00
Stewartsville.....	7	153	833 32						833 32
		252	1,583 32						1,583 32
LOPATCONG.									
Uniontown.....	8	47	375 00				100 00	100 00	475 00
Lopatcong	9	103	561 00						561 00
Firth's	10	140	762 51				1,150 00	1,150 00	1,912 51
Furnace	10½	138	751 63				250 00	250 00	1,001 63
Marble Hill.....	11	36	275 00						275 00
Delaware Park.....	49	69	375 82						375 82
		533	3,100 96				1,500 00	1,500 00	4,600 96
Phillipsburg		2,589	14,101 08			4,875 00	5,125 00	10,000 00	24,101 08
HARMONY.									
Buttonwood	13	45	375 00						375 00
Lower Harmony...	14	62	375 00				50 00	50 00	425 00
Upper Harmony...	15	58	375 00						375 00
Pleasant Grove....	16	56	375 00				40 00	40 00	415 00
Roxburg	17	75	408 49						408 49
Montana	18	75	408 49						408 49
Pleasant Hollow...	19	39	275 00						275 00
		410	2,591 98				90 00	90 00	2,681 98
FRANKLIN.									
New Village.....	20	58	375 00						375 00
Broadway.....	21	95	517 42						517 42
Hicks.....	22	46	375 00						375 00
Good Springs.....	23	47	375 00						375 00
Franklin	24	53	375 00				60 00	60 00	435 00
Asbury	25	74	403 05			225 00	50 00	275 00	678 05
		373	2,420 47			225 00	110 00	335 00	2,755 47

*Apportionment of School Moneys, by Districts, for the County of
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Year ending August 31, 1893—Con.*

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Warren—Con.									
WASHINGTON.									
Pleasant Valley.....	26	47	\$375 00						\$375 00
Brass Castle.....	27	56	375 00						375 00
Fairmount.....	28	74	403 05						403 05
Jackson Valley.....	29	46	375 00						375 00
Port Colden.....	30	116	631 80						631 80
		339	2,159 85						2,159 85
Washington Boro..	31	764	4,161 15			\$1,400 00	\$2,660 00	\$4,060 00	8,221 15
OXFORD.									
Oxford Furnace....	32	490	2,668 80				100 00	100 00	2,768 80
Pittengerville.....	33	211	1,149 22						1,149 22
Little York.....	34	69	375 82						375 82
Mount Pleasant....	35	43	275 00						275 00
Oxford Church.....	36	48	375 00						375 00
Bridgeville.....	37	38	275 00						275 00
Sarepta.....	38	59	375 00						375 00
Buttville.....	39	74	403 05						403 05
Pace's.....	40	47	375 00						375 00
		1,079	6,271 89				100 00	100 00	6,371 89
Belvidere.....	41	426	2,320 22			900 00	851 00	1,751 00	4,071 22
MANSFIELD.									
Karrsville.....	42	52	375 00						375 00
Port Murray.....	43	80	435 73				100 00	100 00	535 73
Anderson.....	44	51	375 00						375 00
Egbert's.....	45	34	275 00			75 00		75 00	350 00
Rockport.....	46	51	375 00				125 00	125 00	500 00
Beatystown.....	47	56	375 00			30 00	70 00	100 00	475 00
		324	2,210 73			105 00	295 00	400 00	2,610 73
Hackettstown.....	48	707	3,850 71			1,000 00	1,000 00	2,000 00	5,850 71
INDEPEN- DENCE.									
Vienna.....	50	91	495 64				60 00	60 00	555 64
Danville.....	51	70	381 26						381 26
Petersburg.....	53	45	375 00						375 00
		206	1,251 90				60 00	60 00	1,311 90

*Apportionment of School Moneys, by Districts, for the County of
WARREN, State of New Jersey, for the School
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Warren—Con.									
ALLAMUCHY.									
Meadville	52	45	\$375 00						\$375 00
Saxton's Falls.....	55	44	275 00						275 00
Allamuchy	56	64	375 00						375 00
Quaker settlement	57	46	375 00						375 00
		199	1,400 00						1,400 00
FRELINGHUYSEN.									
Johnsonsburg	58	70	381 26						381 26
Marksboro	59	72	392 15				\$100 00	\$100 00	492 15
Ebenezer	61	31	275 00						275 00
Southtown	62	33	275 00						275 00
Howard	63	40	275 00						275 00
		246	1,598 41				100 00	100 00	1,698 41
HOPE.									
Hope	64	79	430 28						430 28
Hoagland's	65	51	375 00				20 00	20 00	395 00
Free Union	66	67	375 00						375 00
Townsbury	67	56	375 00				145 00	145 00	520 00
Hazen's	68	46	375 00						375 00
Mount Hermon.....	69	45	375 00						375 00
		344	2,305 25				165 00	165 00	2,470 25
BLAIRSTOWN.									
Paulina	60	30	275 00						275 00
Centreville.....	70	43	275 00						275 00
Kalamama.....	71	36	275 00						275 00
Union Brick.....	72	45	375 00						375 00
Blairstown.....	73	131	713 50			\$200 00	100 00	300 00	1,013 50
Walnut Valley.....	74	52	375 00						375 00
Mount Vernon.....	75	25	275 00						275 00
Jacksonsburg.....	76	42	275 00				30 00	30 00	305 00
Washington.....	77	50	375 00						375 00
		454	3,213 50			200 00	130 00	330 00	3,543 50
HARDWICK.									
Hardwick Centre..	78	45	375 00						375 00
Franklin.....	79	43	275 00						275 00
		88	650 00						650 00

*Apportionment of School Money, by Districts, for the County of
WARREN, State of New Jersey, for the School
Year ending August 31, 1893—Con.*

TOWNSHIPS AND DISTRICTS OR CITIES.	Number of district.	Number of children in the district be- tween five and eighteen years of age.	Amount of apportionment from State appropriation, including State school tax and \$100,000.	Amount of apportionment from town- ship tax.	Amount of apportionment from surplus revenue.	Amount of district school tax voted for payment of teachers' salaries.	Amount of district school tax voted to be used for building, purchasing, hiring, repairing or furnishing public school- houses.	Total amount of district school tax ordered to be raised.	Total amount received from all sources for public school purposes.
Warren—Con.									
PAHAQUARRY.									
Millbrook.....	82	31	\$275 00	.....	.....	.....	.....	.....	\$275 00
Calno	83	33	275 00	.....	.....	.....	.....	.....	275 00
Brotzmanville	84	14	275 00	.....	.....	.....	.....	.....	275 00
		78	825 00	.....	.....	.....	.....	.....	825 00
KNOWLTON.									
Water Gap.....	85	47	375 00	.....	.....	.....	.....	.....	375 00
Hainesburg	86	52	375 00	.....	.....	.....	\$2,116 60	\$2,116 60	2,491 60
Mount Pleasant.....	88	25	275 00	.....	.....	.....	.....	.....	275 00
Walnut Corner.....	89	72	392 15	.....	.....	.....	.....	.....	392 15
Columbia	90	65	375 00	.....	.....	.....	.....	.....	375 00
Chapel Hill.....	91	50	375 00	.....	.....	.....	.....	.....	375 00
Delaware.....	92	57	375 00	.....	.....	.....	100 00	100 00	475 00
		368	2,542 15	.....	.....	.....	2,216 60	2,216 60	4,758 75
Summary.									
Pohatcong.....		351	1,927 25	.....	.....	\$240 00	1,860 00	2,100 00	4,027 25
Greenwich		252	1,583 32	.....	.....	.....	.....	.....	1,583 32
Lopatcong		533	3,100 96	.....	.....	.....	1,500 00	1,500 00	4,600 96
Phillipsburg		2,589	14,101 08	.....	.....	4,875 00	5,125 00	10,000 00	24,101 08
Harmony		410	2,591 98	.....	.....	.....	90 00	90 00	2,681 98
Franklin		373	2,420 47	.....	.....	225 00	110 00	335 00	2,755 47
Washington.....		339	2,159 85	.....	.....	.....	.....	.....	2,159 85
Washington Boro..		764	4,161 15	.....	.....	1,400 00	2,660 00	4,060 00	8,221 15
Oxford		1,079	6,271 89	.....	.....	.....	100 00	100 00	6,371 89
Belvidere.....		426	2,320 22	.....	.....	900 00	851 00	1,751 00	4,071 22
Mansfield		324	2,210 73	.....	.....	105 00	295 00	400 00	2,610 73
Hackettstown		707	3,850 71	.....	.....	1,000 00	1,000 00	2,000 00	5,850 71
Independence.....		206	1,251 90	.....	.....	.....	60 00	60 00	1,311 90
Allamuchy.....		199	1,400 00	.....	.....	.....	.....	.....	1,400 00
Frelinghuysen		246	1,598 41	.....	.....	.....	100 00	100 00	1,698 41
Hope		344	2,305 28	.....	.....	.....	165 00	165 00	2,470 28
Blairstown.....		454	3,213 50	.....	.....	200 00	130 00	330 00	3,543 50
Hardwick		88	650 00	.....	.....	.....	.....	.....	650 00
Pahaquarry.....		78	825 00	.....	.....	.....	.....	.....	825 00
Knowlton		368	2,542 15	.....	.....	.....	2,216 60	2,216 60	4,758 75
		10,130	60,455 85	.....	.....	8,945 00	16,262 60	25,207 60	85,693 45

COUNTY SUPERINTENDENTS.

COUNTIES.	NAMES.	P. O. ADDRESS.	SALARY.
Atlantic.....	S. R. MORSE.....	Atlantic City.....	\$800 00
Bergen.....	JOHN TERHUNE.....	Hackensack.....	1,300 00
Burlington.....	EDGAR HAAS.....	Bordentown.....	1,300 00
Camden.....	CHARLES S. ALBERTSON.....	Magnolia.....	1,000 00
Cape May.....	VINCENT O. MILLER.....	South Dennis.....	800 00
Cumberland.....	CHARLES G. HAMPTON.....	Bridgeton.....	1,000 00
Essex.....	DR. M. H. C. VAIL.....	Newark.....	1,300 00
Gloucester.....	WILLIAM H. ELDRIDGE.....	Williamstown.....	1,000 00
Hudson.....	REV. GEORGE C. HOUGHTON.....	Hoboken.....	1,300 00
Hunterdon.....	E. M. HEATH.....	Locktown.....	1,110 75
Mercer.....	LLOYD WILBUR, M.D.....	Hightstown.....	1,000 00
Middlesex.....	H. BREWSTER WILLIS.....	New Brunswick.....	1,013 13
Monmouth.....	SAMUEL LOCKWOOD.....	Freehold.....	1,300 00
Morris.....	JAMES O. COOPER.....	Dover.....	1,300 00
Ocean.....	E. M. LONAN.....	Toms River.....	1,000 00
Passaic.....	ALEXANDER ELLIOTT, JR.....	Paterson.....	920 75
Salem.....	ROBERT GWYNNE, JR.....	Salem.....	1,000 00
Somerset.....	WILLIAM T. F. AYERS.....	Somerville.....	1,000 00
Sussex.....	LUTHER HILL.....	Andover.....	1,000 00
Union.....	B. HOLMES.....	Elizabeth.....	800 00
Warren.....	ROBERT S. PRICE.....	Hackettstown.....	1,266 50

CITY SUPERINTENDENTS.

CITIES.	NAMES.
Atlantic City.....	C. J. ADAMS.
Bayonne.....	CHARLES M. DAVIS.
Bridgeton.....	WILLIAM EDWARD COX.
Camden.....	MARTIN V. BERGEN.
Egg Harbor City.....	THEO. H. BOYSEN.
Elizabeth.....	J. AUGUSTUS DIX.
Gloucester City.....	J. C. STINSON.
Hoboken.....	DAVID E. RUE.
Jersey City.....	HENRY SNYDER.
Millville.....	E. C. STOKES.
Morristown.....	W. L. R. HAVEN.
Newark.....	WILLIAM N. BARRINGER.
New Brunswick.....	GEORGE G. RYAN.
Orange.....	U. W. CUTTS.
Passaic City.....	H. H. HUTTON.
Paterson.....	J. A. REINHART.
Perth Amboy.....	JAMES S. WIGHT.
Phillipsburg.....	H. BUDD HOWELL.
Plainfield.....	JULIA E. BULKLEY.
Rahway.....	ELIHU B. SILVERS.
Salem.....	ROBERT GWYNNE, JR.
Trenton.....	FRANK H. LALOR.

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